

Center for Educational Performance and Information (CEPI)

*Michigan Education Information System
(MEIS)*

**Single Record Student Database
(SRSD)**

Data Field Descriptions

**This Manual is for the
Spring 2009
Submission only**

Questions?
E-mail: CEPI@michigan.gov
Contact: 517.335.0505



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Spring 2009 Timeline

(Subject to change.)

Center for Educational Performance and Information Timeline Regarding Single Record Student Database/Unique Identification Code Application (SRSD/UIC Application) www.michigan.gov/cepi							
	2009 February	March	April	May	June	July	August
SRSD/UIC Spring 2009 Submission (LEAs, PSAs, and ISDs)	◆→ February 11, 2009 Error check released.						
	◆→ February 11 – March 17, 2009 Districts/PSAs submit SRSD data to ISDs.						
		◆→ March 17, 2009 Application closed for the day to perform required transition activities and prepare for the SRSD upload.					
			◆→ March 18 – April 1, 2009 ISDs submit SRSD data to CEPL NOTE: Student UIC Resolution must be completed BEFORE the record will be processed. Valid UICs are required on each record submitted to the SRSD. Records without valid UICs will either be treated as file level errors, or will require resolution before the records will be processed. There will no longer be a Phase 1 Resolution process, allowing districts to resolve UIC matching issues post-submission.				

March 18 – April 1, 2009
 ISDs submit SRSD data to CEPI.
NOTE: Student UIC Resolution must be completed BEFORE the record will be processed. Valid UICs are required on each record submitted to the SRSD. Records without valid UICs will either be treated as file level errors, or will require resolution before the records will be processed. There will no longer be a Phase 1 Resolution process, allowing districts to resolve UIC matching issues post-submission.

STATE OF MICHIGAN OFFICE CONTACT

Each field listing in the SRSD Data Field Descriptions contains a state of Michigan office contact. This is the office to which questions pertaining to a particular field should be directed. As always, for technical assistance with your data submission, please contact CEPI customer support via e-mail at CEPI@michigan.gov, or by calling the Michigan Education Information System (MEIS) help desk at 517-335-0505 and selecting "3" for CEPI support.

Summary of Major Changes

Information Regarding the Spring 2009 SRSD Submissions

Please note that changes to the SRSD are minimal in order to diminish the impact to local districts while transitioning to the the new Michigan Student Data System (MSDS). Programming changes should not be required in most instances to accommodate the items listed below.

GENERAL

- **The School Code Master (SCM) has been replaced by the Educational Entity Master (EEM).** The new EEM launched in October, 2008, replacing the SCM as the source of record for all ISD, district, and PSA codes. The SRSD validates all submitted entity codes against the EEM. All references to "School Code Master" or "SCM" have been replaced with "Educational Entity Master" and "EEM" in this document.
- **Michigan Department of Education has updated the definitions for educational systems and facilities.** Please reference the EEM for information on the new definitions.
- **Field 28: Course Enrollments (Grades 7 through 12) has been retired.** In order to allow local districts to minimize code changes in student information systems, this field may be treated as "optional." Data will be accepted in this field; however, it will not be used for reporting purposes.
- **Minor programming edits to Field 45: Special Education Exit/Completion Reason and Field 78: LEP Exit Reason** to accommodate the exit codes for middle and early colleges. Coding changes are not necessary for most districts; only those with middle and/or early colleges will be affected.

INDEX OF PAGE EDITS

Spring 2009 SRSD

For your convenience, below is a list of the page numbers that contain edits, marked by strikethrough or dashed underlined Arial font.

Page(s)	Field	Explanation
22 - 23	Field 5: School or Facility	Changes to error message and references.
39 - 41	Field 19: Grade or Setting	Clarification of code definition for ungraded special education.
48 - 52	Field 23: District Exit Status	Clarification of programming edits.
58 - 63	Field 28: Course Enrollments	Field has been retired; if data is submitted in the field it will be accepted and ignored.
113 - 114	Field 45: Special Education Exit/Completion Reason	Minor programming edit; may not require code changes
162 - 163	Field 78: LEP Exit Reason	Minor programming edit; may not require code changes
193	Structure for At-Risk	Contact statement added.

Technical Notes

Restriction of Characters

Because of problems created in our applications by special characters such as tildes, umlauts, etc., CEPI has restricted the characters accepted by its applications to the following ASCII decimal codes (see www.asciitable.com for a list of characters).

ASCII Codes

10 (line feed)

13 (carriage return)

26

32-126

In the Code/format section of each field, "A" represents an alpha entry, "B" represents blank, "C" represents character, and "N" represents a numerical digit. However in date fields (MM/DD/CCYY) "MM" represents the two digit month, "DD" represents the numeric day, "CC" refers to the century, and "YY" represents the year.

Graduation/Dropout Report and Field 23: Exit Status

As one of the uses of SRSD data is to determine graduation and dropout rates for Michigan high schools, it is important that the data reported are accurate reflections of each student's current status. Data inaccuracies may result in spurious graduation and dropout rates. After careful analysis, the Center for Educational Performance and Information (CEPI) has isolated the most prevalent data quality issues affecting the calculation of graduation and dropout rates. These seem to be associated with errors in the fields listed below. It is therefore important that districts pay close attention to the accuracy of these fields, ensuring that they are in accord with the definitions that follow.

Field 20: Date of Enrollment

The date of enrollment is the date the student originally enrolled in the district. However, for students who exit and re-enter a district, it is the most recent enrollment date. The date is used to identify new students who transfer into the district. For purposes of the graduation and dropout calculations, the date of enrollment is a key indicator for identifying new students. If a student's enrollment date (Field 20) is after the previous submission's count date (Field 123: Date of Count), then the student is considered to be new to the district. If a student has left the district and then returned, use the most recent enrollment date.

Field 23: District Exit Status

The district exit status is used to track student movement in or out of the district. This is used to identify graduates, dropouts and transfers.

Field 24: Date Exited

The date exited is used to identify the timeframe in which student movement in or out of the district takes place.

Field 29: Program Eligibility/Participation I

The Program Eligibility/Participation field is used to identify adult education students. These students are omitted from graduation and dropout calculations.

Field 124: UIC

Ensure that the same UIC is being used for the same student over time. If a student is discovered to have more than one UIC, these UICs should be linked. Please consult Appendix A of the SRSD/UIC User's Guide for linking instructions.

Exit Status Code Crosswalk to Cohort Status Category

Exit Code	Exit Status Code Definition	Cohort Status Category *
01	Graduated from general education with a diploma	Graduated
02	Graduated from general education with diploma and applied to a degree-granting college/university	Graduated
03	Graduated from an alternative program with a diploma	Graduated
04	Graduated from general education and applied to a non-degree-granting institution	Graduated
05	Completed general education with an equivalency certificate (GED)	Other High School Completer
06	Completed general education with other certificate (e.g., certificate of attendance, district competency test)	Other High School Completer
07	Dropped out of school	Dropout
08	Enrolled in another district in Michigan	If not located in other district, Dropout; if located, apply exit code of other district
09	Moved out of state	Exempt
10	Expelled from the school district (no further services)	Dropout
11	Enlisted in military or Job Corps	Dropout
12	Deceased	Exempt
13	Incarcerated	If not located or not receiving services to be on track for a diploma, Dropout
14	Enrolled in home school	Exempt
15	Enrolled in non-public school	Exempt
16	Unknown	Dropout
17	Placed in a recovery or rehabilitative program	Dropout
18	Left adult education	Dropout
19	Expected to continue in the same school district	On-Track or Off-Track – Continuing, depending on expected graduation year
20	Received special education certificate of completion and exited the Kindergarten through 12 th grade (K-12) system	Other High School Completer
21	Special education - Reached maximum age and exited the K-12 system	Other High School Completer
40	Graduated from a Middle College with both a high school diploma and an Associates Degree or other advanced certificate	Graduated
41	Graduated from a Middle College with only a high school diploma	Graduated
42	Graduated from another district.	If not located in other district, Dropout; if located, apply exit code of other district

* All students in the cohort are searched for in subsequent SRSD collections, in other locations, despite their exit statuses. Only the final disposition counts towards cohort status.

Field 1: Operating Intermediate School District/Educational Service Agency Number

Submission cycle:	Fall, spring and end-of-year
Field use:	School Aid Act, Michigan Compiled Laws (MCL) 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388.1625, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a; No Child Left Behind (NCLB), 20 United States Code (USC) 6311
State of Michigan office contact:	CEPI customer support, 517-335-0505 or CEPI@michigan.gov
Field specification:	Two-character, right-justified, zero fill
Record position/type:	001-002, integer

Code/Format:	Official Educational Entity Master (NN)
03	Allegan ISD
04	Alpena-Montmorency-Alcona ESD
08	Barry ISD
09	Bay-Arenac ISD
11	Berrien ISD
12	Branch ISD
13	Calhoun ISD
14	Lewis Cass ISD
15	Charlevoix-Emmet ISD
16	Cheboygan-Otsego-Presque Isle ISD
17	Eastern Upper Peninsula ISD
18	Clare-Gladwin ISD
19	Clinton County RESA
21	Delta-Schoolcraft ISD
22	Dickinson-Iron ISD
23	Eaton ISD
25	Genesee ISD
27	Gogebic-Ontonagon ISD
28	Traverse Bay Area ISD
29	Gratiot-Isabella RESD
30	Hillsdale ISD
31	Copper Country ISD
32	Huron ISD
33	Ingham ISD
34	Ionia ISD
35	Iosco ISD
38	Jackson ISD
39	Kalamazoo RESA
41	Kent County ISD

44	Lapeer ISD
46	Lenawee ISD
47	Livingston ESA
50	Macomb ISD
51	Manistee ISD
52	Marquette-Alger ISD
53	Mason-Lake ISD
54	Mecosta-Osceola ISD
55	Menominee ISD
56	Midland County ESA
58	Monroe ISD
59	Montcalm Area ISD
61	Muskegon Area ISD
62	Newaygo ISD
63	Oakland ISD
64	Oceana ISD
70	Ottawa ISD
72	COOR ISD
73	Saginaw ISD
74	St. Clair ISD
75	St. Joseph County ISD
76	Sanilac ISD
78	Shiawassee Regional ESD
79	Tuscola ISD
80	Van Buren ISD
81	Washtenaw ISD
82	Wayne County RESA
83	Wexford-Missaukee ISD
84	State of Michigan agencies (e.g., Family Independence Agency, Corrections, Department of Community Health)

Dependencies with other fields: None

Programming edits: When the ISD code is out of range or blank, a *fatal error* is reported. Note: Single-digit numbers must have a leading zero.

Fatal errors occur when the field is blank or contains an invalid number.

Message: Operating ISD/ESA number is blank or is not a valid ISD/ESA number. Check the Educational Entity Master (<http://cepi.state.mi.us/eem>) for the correct number.

Warning (none)

Definition: These codes are the state-assigned ISD/ESA numbers. Enter into the field the code of the ISD/ESA that has the operating district or program the student is attending. If the student is attending an ISD/ESA outside of the resident ISD/ESA, use the code for the operating ISD/ESA in which the program the student is attending is located.

Common entry errors: Wrong operating district codes in this field.

Field 2: County Code

Submission cycle:	Fall, spring and end-of-year
Field use:	School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388.1625, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311
State of Michigan office contact:	CEPI customer support, 517-335-0505 or CEPI@michigan.gov
Field specification:	Two-character, right-justified, zero fill
Record position/type:	003-004, integer
Code/format:	County Code Numbers

01	Alcona County	29	Gratiot County
02	Alger County	30	Hillsdale County
03	Allegan County	31	Houghton County
04	Alpena County	32	Huron County
05	Antrim County	33	Ingham County
06	Arenac County	34	Ionia County
07	Baraga County	35	Iosco County
08	Barry County	36	Iron County
09	Bay County	37	Isabella County
10	Benzie County	38	Jackson County
11	Berrien County	39	Kalamazoo County
12	Branch County	40	Kalkaska County
13	Calhoun County	41	Kent County
14	Cass County	42	Keweenaw County
15	Charlevoix County	43	Lake County
16	Cheboygan County	44	Lapeer County
17	Chippewa County	45	Leelanau County
18	Clare County	46	Lenawee County
19	Clinton County	47	Livingston County
20	Crawford County	48	Luce County
21	Delta County	49	Mackinac County
22	Dickinson County	50	Macomb County
23	Eaton County	51	Manistee County
24	Emmet County	52	Marquette County
25	Genesee County	53	Mason County
26	Gladwin County	54	Mecosta County
27	Gogebic County	55	Menominee County
28	Grand Traverse County	56	Midland County

57	Missaukee County	71	Presque Isle County
58	Monroe County	72	Roscommon County
59	Montcalm County	73	Saginaw County
60	Montmorency County	74	St. Clair County
61	Muskegon County	75	St. Joseph County
62	Newaygo County	76	Sanilac County
63	Oakland County	77	Schoolcraft County
64	Oceana County	78	Shiawassee County
65	Ogemaw County	79	Tuscola County
66	Ontonagon County	80	Van Buren County
67	Osceola County	81	Washtenaw County
68	Oscoda County	82	Wayne County
69	Otsego County	83	Wexford County
70	Ottawa County		

Dependencies with other fields: None

Programming edits: When the county code is out of range or blank, a *fatal error* is reported. Note: Single-digit numbers must have leading zeros.

Fatal errors occur when the field is blank or contains an invalid number.

Message: County Code number is blank or is not a valid number. Please check the Educational Entity Master (<http://cepi.state.mi.us/eem>) for the correct number.

Definition: Enter the county code in which the administrative or central office of the district in Field 3: Operating District Number is physically located. For public school academies, report the county code in which the PSA building is physically located.

Send questions or comments regarding this field to CEPI@michigan.gov.

Field 3: Operating District Number

Submission cycle:	Fall, spring and end-of-year
Field use:	School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388.1625, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311
State of Michigan office contact:	CEPI customer support, 517-335-0505 or CEPI@michigan.gov
Field specification:	Five-character, right-justified, zero fill, leading zero
Record position/type:	005-009, integer
Code/format:	Official Educational Entity Master (NNNNN)
Dependencies with other fields:	Field 1: Operating Intermediate School District/Educational Service Agency Number; Field 4: Resident LEA; Field 30: Residency Code

Programming edits: When the local educational agency or intermediate school district code is invalid or blank, a *fatal error* is reported. District numbers are five characters and should contain leading zeros where appropriate. The numbers entered in Field 1: ISD and Field 3 must be a valid combination within the Educational Entity Master.

Message: Operating District number is blank or is not a valid district number. Check the Educational Entity Master (<http://cepi.state.mi.us/eem>) for the correct number. Note: Four-digit numbers must have leading zeros.

Warning (none)

Definition: This is the state-assigned, five-digit code for the district submitting the student data. It is the district to which any applicable funds (state or federal) will be sent. All students for whom the district receives any state or federal funds should be reported.

Every student record for a single district should have the same operating district number. The operating district may, however, differ from the number in Field 4: Resident LEA Number.

The Educational Entity Master can be found at: <http://cepi.state.mi.us/eem>.

Common entry errors: Wrong LEA or ISD number; not in the official Educational Entity Master.

Field 4: Resident LEA Number

Submission cycle:	Fall, spring and end-of-year
Field use:	School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311
State of Michigan office contact:	CEPI customer support, 517-335-0505 or CEPI@michigan.gov
Field specification:	Five-character, right-justified, zero fill, leading zero
Record position/type:	010-014, integer
Code/format:	Official Educational Entity Master (NNNNN)
Dependencies with other fields:	Field 3: Operating District; Field 5: School or Facility; Field 125: Program Eligibility/Participation II position 3

Programming edits: The resident LEA number must **not** equal the operating district number for PSA students. Field 4: Resident LEA Number may be left blank when the third position of Field 125 contains "1" (out-of-state student). District numbers are five characters and should contain leading zeros where appropriate.

Fatal errors occur when the field is blank and the third position of Field 125: Program Eligibility/Participation II does not contain a "1" (out-of-state student) or this field contains an invalid district number. For PSAs, this field must contain an actual LEA number. It cannot contain: "00000," an ISD number, a PSA number, nor can it contain the same number as Field 3: Operating District Number.

Message: Resident LEA number is blank or is not a valid number. Check the Educational Entity Master (<http://cepi.state.mi.us/eem>) for the correct number. Also, the resident LEA number must not equal the operating district number for PSA students.

Definition: This is the state-assigned, five-digit code for the district in which the student resides. This number may differ from the operating district if a student is enrolled in multiple districts (with total full-time equivalency (FTE) less than or equal to "1.00"). The two numbers may also differ if a student takes part in schools of choice, charter schools, or certain other programs.

For public school academies (PSAs), the resident local education agency (LEA) number is the five-digit code of the public school district in which the student resides. For instance, if a PSA student lives within the boundaries of the Detroit Public Schools, then the resident LEA number is Detroit's five-digit code. In the case of juvenile detention facilities operated by an ISD, the resident LEA number is the district in which the facility is located.

The Educational Entity Master can be found at: <http://cepi.state.mi.us/eem>.

Common entry errors: Wrong LEA number.

Field 5: School or Facility

Submission cycle:	Fall, spring and end-of-year
Field use:	School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388.1625, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311
State of Michigan office contact:	CEPI customer support, 517-335-0505 or CEPI@michigan.gov
Field specification:	Five-character, right-justified, zero fill, leading zero
Record position/type:	015-019, integer
Code/format:	Official Educational Entity Master (NNNNN)
Dependencies with other fields:	Field 3: Operating District Number

Programming edits: When the school code is blank or not in the official Educational Entity Master, a *fatal error* is reported. Within the Educational Entity Master, the school code must be nested within the operating district number (Field 3: Operating District Number) unless it is a non-public school. School numbers are five characters and should contain leading zeros where appropriate.

Any non-public school code number is a legitimate number for any ISD or LEA/PSA. Further, ISDs may report the school code for buildings in any of their constituent districts.

No FTE may be claimed for buildings reported as closed as of the most recent count date.

MSB-Low Incidence Outreach (02534) or School for the Deaf (02548) may be reported by any ISD.

Fatal errors occur when the ~~School Code Master number field~~ **school or facility code provided** is blank, or if the ~~School Code Master number~~ **school or facility code provided** is not an official number for the operating district.

Message: The field is either blank or is not an official number for the operating district. Please check the Educational Entity Master (<http://cepi.state.mi.us/eem>) for the correct number.

Warning (none)

Definition: These codes are the state-assigned numbers in the official Educational Entity Master. *This field is the primary key (i.e., the relational link) to all five core data sets in the MEIS data warehouse.* Send questions or comments regarding this field to cepi@michigan.gov.

Please refer to the Educational Entity Master glossary for definitions. The glossary is located in the upper right corner of the EEM Web page: <http://cepi.state.mi.us/eem>

~~Schools:~~ For the purposes of the Educational Entity Master, a school is a logical unit (not necessarily a physical building) that generally can be defined by eight characteristics:

- ~~• Administrators. A school has one or more administrators or directors, usually called a principal(s) who reports to a district level superintendent or assistant superintendent.~~
- ~~• Teachers. A school has one or more persons certified to provide Kindergarten through 12th grade (K-12) instruction.~~
- ~~• Students. A school has one or more students in grades K-12.~~

- **Curriculum.** Instruction is based on a systematic framework or approach according to grade level and content. A school includes a curriculum for one or more grades, usually from kindergarten through twelfth grade. In some cases, schools include specialized curricula for targeted populations of students.
- **Hours of instruction.** A school satisfies the minimum number of days and clock hours of instruction as required by law.
- **Compliance with Michigan Compiled Laws.** The administrator of a school is responsible for ensuring the school's compliance with Michigan Compiled Laws. A school complies with or satisfies the regulations and policies, educational and otherwise, of the state of Michigan. It is the school that takes responsibility for implementing federal and state laws as well as local school board policy.
- **Membership.** A school submits the appropriate data to the central office administration for calculation and submission of pupil membership for State School Aid.
- **Assessment.** A school administers the Michigan Educational Assessment Program (MEAP) or an alternate assessment at benchmarked grades.

Programs: Programs are different from schools. The following are generally true about a program:

- The primary purpose is education.
- The administrator, supervisor, coordinator, or director reports to a principal or another administrator, usually not to the district superintendent.
- Teachers may have special endorsements beyond those normally required for K–12 education.
- Students are referred by another public agency/school and are expected to enter or return to general education.
- Students are a targeted or special population, expected to remain for a limited duration, and attend on a part-time basis.
- The curriculum may be modified to cover only a selected portion of the standard K–12 curriculum based on the targeted population.
- The location does not administer the MEAP at benchmarked grades.
- The location does not offer a general education diploma (if 9–12).
- The location does not receive school accreditation.

When programs are located in a school, they use the same code as the school. At times, programs may be located in ancillary facilities. For example, preschool programs may be in a previously closed elementary school, an automotive program in a bus compound, or an alternative education program in the wing of a district detention center.

Ancillary Facilities: There are many ancillary facilities that serve a variety of purposes in districts. Ancillary facilities may house instructional programs (e.g., daycare programs in hospitals, alternative education programs in a community center) or they may be non-instructional facilities (e.g., field houses, bus garages, etc.). Ancillary facilities may receive a code.

Facilities called schools are the physical settings where instruction occurs. The physical and administrative boundaries of a school need not be identical. For example, multiple schools may be located in one facility, such as when both elementary and secondary grade levels are located in the same facility. In this example, if administered separately, elementary and secondary levels would be considered separate schools (e.g., K–8, 9–12), each having its own unique Educational Entity Master (EEM) number. When both elementary and secondary levels are administered as a single unit (e.g., K–12), collectively they represent one school and have one EEM number. It is possible that a physical facility itself may not be one building but a cluster of structures connected together with plumbing, sanitary, heating, ventilation, mechanical, electrical, communication and technology systems, or built-in equipment.

Field 6: Student's Last Name

Submission cycle:	Fall, spring and end-of-year
Field use:	NCLB, 20 USC 6311; Perkins IV (P.L. 109-270).
State of Michigan office contact:	CEPI customer support, 517-335-0505 or CEPI@michigan.gov
Field specification:	25-character, left-justified
Record position/type:	020-044, alpha
Code/format:	Student's last/surname (Smithbbbbbbbbbbbbbbbbbbbb) If the student's last name is longer than 25 letters, place the first 25 letters of the student's last name in this field and truncate the remaining characters. If the student's last name is less than 25 letters, place the entire last name in this field padded with blanks. There should be one space between suffixes (Jr., III, etc.) and the last name. No commas should appear between the last name and the suffix. Abbreviated suffixes should be used (e.g., "Jr." rather than "Junior") and should be followed by a period.

Dependencies with other fields: None

Programming edits: If this field is left blank, a *fatal error* will be reported.

Fatal errors occur when the field is blank or the student's last name contains a non-Roman alphabetical or numeric (0-9) character. Note: Apostrophe, dash, period, comma, and space are accepted. Underscores are not accepted.

Message: Student's last name contains a character that is outside acceptable parameters. Please verify that the name is correctly spelled.

Warning (none)

Definition: Always record the student's name as it appears on a birth certificate or legal document presented at the time of enrollment.

Common entry errors: Student's last name is spelled incorrectly or differently from the previous data submission.

Field 7: Student's First Name

Submission cycle:	Fall, spring and end-of-year
Field use:	NCLB, 20 USC 6311; Perkins IV (P.L. 109-270)
State of Michigan office contact:	CEPI customer support, 517-335-0505 or CEPI@michigan.gov
Field specification:	15-character, left-justified
Record position/type:	045-059, alpha
Code/format:	Student's first name (Jamesbbbbbbbbbb) If the student's first name is longer than 15 letters, place the first 15 letters of the student's first name in this field and truncate the remaining characters. If the student's first name is less than 15 letters, place the entire first name in this field, padded with blanks.
Dependencies with other fields:	None

Programming edits: If this field is left blank, a *fatal error* is reported.

Fatal errors occur when the field is blank or the student's first name contains a non-Roman alphabetical or numeric (0-9) character. Note: Apostrophe, dash, period, comma, and spaces are accepted. Underscores are not accepted.

Message: Student's first name contains a character that is outside acceptable parameters. Please verify that the name is correctly spelled.

Warning (none)

Definition: A name given at birth, baptism, naming ceremony, or through a legal change. Always record the student's name as it appears on a birth certificate or legal document presented at the time of enrollment. Please reference the Pupil Accounting Manual for acceptable alternatives when the name presented on the birth certificate is not appropriate (such as "baby boy", "baby girl", foreign language). Do **not** use nicknames or abbreviated names.

Common entry errors: Student's first name is spelled incorrectly or differently from the previous data submission.

Field 8: Student's Middle Initial

Submission cycle:	Fall, spring and end-of-year
Field use:	NCLB, 20 USC 6311; Perkins IV (P.L. 109-270)
State of Michigan office contact:	CEPI customer support, 517-335-0505 or CEPI@michigan.gov
Field specification:	One-character, alpha, space accepted
Record position/type:	060, alpha
Code/format:	Student's middle initial (A)
Dependencies with other fields:	None

Programming edits: Only alphabetic characters (A-Z, a-z) or a space accepted.

A fatal error occurs if a character is other than alphabetic or a space.

Definition: If the student does not have a middle initial, fill this field with a space. Many students do not have middle initials; therefore, the field is frequently blank.

Field 9: Date of Birth

Submission cycle:	Fall, spring and end-of-year
Field use:	NCLB, 20 USC 6311; Individuals with Disabilities Education Act, 20 USC 1400 (PL 105-17 Sec. 618); Perkins IV (P.L. 109-270)
State of Michigan office contact:	CEPI customer support, 517-335-0505 or CEPI@michigan.gov
Field specification:	10-character
Record position/type:	061-070, integer with slashes
Code/format:	Month, day, and year (MM/DD/CCYY)

All dates must appear in the following manner: DD must be a number between 01 and 31, and CCYY represents the year. For example, May 8, 1987 = 05/08/1987. Each MM must be one of the following:

01 January	07 July
02 February	08 August
03 March	09 September
04 April	10 October
05 May	11 November
06 June	12 December

Dependencies with other fields: Field 20: Date of Enrollment; Field 38: Date of IEP/Placement/Date of Implementation

Programming edits: During the error check process, this field may be used to determine student's age eligibility for various programs. If the birth date is blank, out of range, or not a valid date, a *fatal error* is reported.

Fatal errors occur when the field is left blank, contains an invalid date (e.g., 14/04/2001, 04/38/1957), contains a future date, or contains invalid date characters (e.g., letters instead of numbers). This date must be within the last 100 years.

Message: Date of birth is blank, out of range, or not a valid date.

Warning (none)

Definition: The date of birth is the date as it appears on a birth certificate or other legal document presented at the time of enrollment.

Common entry errors: The entry of the current year instead of the birth year.

Field 10: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved
State of Michigan office contact:	N/A
Field specification:	10-character
Record position/type:	071-080
Code/format:	Pad with blanks
Dependencies with other fields:	None

Definition: This field is reserved for future use.

Programming edits:

No fatal error.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 11: Gender Code

Submission cycle:	Fall, spring and end-of-year
Field use:	NCLB, 20 USC 6311; Individuals with Disabilities Education Act, 20 USC 1400 (PL 105-17 Sec. 618); Perkins IV (P.L. 109-270)
State of Michigan office contact:	CEPI customer support, 517-335-0505 or CEPI@michigan.gov
Field specification:	One-character
Record position/type:	081, alpha
Code/format:	This is a one-position field (A). Not case sensitive. M Male F Female
Dependencies with other fields:	None

Programming edits: If the code is out of range or blank, a *fatal error* is reported.

Fatal errors occur when this field is left blank, or anything other than "M", "m", "F", or "f", is encountered.

Message: Gender is blank or contains an invalid value.

Warning (none)

Definition: Indicate if the student is male or female. Use code M when the student is male. Use code F when the student is female.

Common entry errors: The field is left blank.

Field 12: City or Place of Birth

Submission cycle:	Fall, spring and end-of-year
Field use:	Refugee Children School Impact Grant; Immigration and Nationality Act, 8 USC 1101, 8 USC 1401
State of Michigan office contact:	CEPI customer support, 517-335-0505 or CEPI@michigan.gov
Field specification:	20-character, left-justified
Record position/type:	082-101, alphanumeric
Code/format:	Student's place of birth on birth certificate (Traverse Citybbbbbbbbb) If the student's place of birth is longer than 20 letters, place the first 20 letters of the student's place of birth in this field and truncate the remaining characters. If the student's place of birth is less than 20 letters, place the entire name in this field padded with blanks.
Dependencies with other fields:	None

Programming edits: If this field is left blank, a *fatal error* will be reported.

Message: City or place of birth is missing.

Warning (none)

Definition: Enter the city or place of birth just as it appears on the student's birth certificate. When the city of birth cannot be verified, then the county or township of birth is to be used; when the city, county, or township is not verifiable, then the country of birth is to be used. In many cases the city of birth will be the city where the hospital is located. If the student was adopted, the city or place of adoption is acceptable. For foreign-born students, please use the country only. For example, "France" (correct) not "Paris, France" (incorrect). Consult the ethnologue found in the LEP section of this manual.

The sequence of documentation used to verify place of birth is as follows:

- Birth certificate (certified copy)
- Birth certificate (uncertified copy)
- Baptismal certificate (indicating place of birth)
- Court record
- Government record (passport, military, immigration)
- Doctor or hospital record with sworn statement
- Life insurance policy
- Family record

Common entry errors: City or place of birth is spelled incorrectly. When submitting the city, do not submit both city and place (i.e., state and country). For example, submit "Traverse City" (correct) not "Traverse City, Michigan" (incorrect); "Muskegon" (correct) not "Muskegon, MI" (incorrect). As mentioned above, for foreign born-students, please use the country only. For example, "France" (correct) not "Paris, France" (incorrect). Consult the ethnologue found in the LEP section of this manual.

Field 13: Street Address

Submission cycle:	Fall, spring and end-of-year
Field use:	NCLB, 20 USC 6311
State of Michigan office contact:	CEPI customer support, 517-335-0505 or CEPI@michigan.gov
Field specification:	20-character, left-justified
Record position/type:	102-121, alphanumeric
Code/format:	Student's Street Address
Dependencies with other fields:	Field 34: Homeless

Programming edits: Error check to ensure that the student has a street address, unless the student is reported in Field 34: Homeless.

Fatal errors occur when this field is blank, unless Field 34: Homeless has a value.

Message: Student address is missing.

Definition: This code is the street address where the student lives at the time of reporting or the student's last known street address of residence. The following U.S. postal abbreviations are from the U.S. Postal Service (http://www.usps.com/ncsc/lookups/usps_abbreviations.htm) and *may* be used as street designators.

Street Suffixes

Whether you're addressing to an AVE (Avenue), BYU (Bayou), BLVD (Boulevard) or other type of RD (Road).

Word	Abbreviation	Word	Abbreviation	Word	Abbreviation
Alley	ALY	Causeway	CSWY	Estates	EST
Annex	ANX	Center	CTR	Expressway	EXPY
Arcade	ARC	Circle	CIR	Extension	EXT
Avenue	AVE	Cliffs	CLFS	Fall	FALL
Bayou	BYU	Club	CLB	Falls	FLS
Beach	BCH	Corner	COR	Ferry	FRY
Bend	BND	Corners	CORS	Field	FLD
Bluff	BLF	Course	CRSE	Fields	FLDS
Bottom	BTM	Court	CT	Flats	FLTS
Boulevard	BLVD	Courts	CTS	Ford	FRD
Branch	BR	Cove	CV	Forest	FRST
Bridge	BRG	Creek	CRK	Forge	FRG
Brook	BRK	Crescent	CRES	Fork	FRK
Burg	BG	Crossing	XING	Forks	FRKS
Bypass	BYP	Dale	DL	Fort	FT
Camp	CP	Dam	DM	Freeway	FWY
Canyon	CYN	Divide	DV	Gardens	GDNS
Cape	CPE	Drive	DR	Gateway	GTWY
Glen	GLN	Mills	MLS	Shoals	SHLS
Green	GRN	Mission	MSN	Shore	SHR
Grove	GRV	Mount	MT	Shores	SHRS
Harbor	HBR	Mountain	MTN	Spring	SPG
Haven	HVN	Neck	NCK	Springs	SPGS
Heights	HTS	Orchard	ORCH	Spur	SPUR
Highway	HWY	Oval	OVAL	Square	SQ
Hill	HL	Park	PARK	Station	STA
Hills	HLS	Parkway	PKWY	Stravenue	STRA

Street Suffixes

Whether you're addressing to an AVE (Avenue), BYU (Bayou), BLVD (Boulevard) or other type of RD (Road).

Word	Abbreviation	Word	Abbreviation	Word	Abbreviation
Hollow	HOLW	Pass	PASS	Stream	STRM
Inlet	INLT	Path	PATH	Street	ST
Island	IS	Pike	PIKE	Summit	SMT
Islands	ISS	Pines	PNES	Terrace	TER
Isle	ISLE	Place	PL	Trace	TRCE
Junction	JCT	Plain	PLN	Track	TRAK
Key	KY	Plains	PLNS	Trafficway	TRFY
Knolls	KNLS	Plaza	PLZ	Trail	TRL
Lake	LK	Point	PT	Trailer	TRLR
Lakes	LKS	Port	PRT	Tunnel	TUNL
Landing	LNDG	Prairie	PR	Turnpike	TPKE
Lane	LN	Radial	RADL	Union	UN
Light	LGT	Ranch	RNCH	Valley	VLV
Loaf	LF	Rapids	RPDS	Viaduct	VIA
Locks	LCKS	Rest	RST	View	VW
Lodge	LDG	Ridge	RDG	Village	VLG
Loop	LOOP	River	RIV	Ville	VL
Mall	MALL	Road	RD	Vista	VIS
Manor	MNR	Row	ROW	Walk	WALK
Meadows	MDWS	Run	RUN	Way	WAY
Mill	ML	Shoal	SHL	Wells	WLS

Secondary Unit Designator	
Indicates the type of residential or commercial unit mail is sent to, such as APT (apartment), STE (suite), or TRLR (trailer).	
Secondary Unit Designator	Approved Abbreviation
APARTMENT	APT
BASEMENT	BSMT *
BUILDING	BLDG
DEPARTMENT	DEPT
FLOOR	FL
FRONT	FRNT *
HANGAR	HNGR
LOBBY	LBBY *
LOT	LOT
LOWER	LOWR *
OFFICE	OFC *
PENTHOUSE	PH *
PIER	PIER
REAR	REAR *
ROOM	RM
SIDE	SIDE *
SLIP	SLIP
SPACE	SPC
STOP	STOP
SUITE	STE
TRAILER	TRLR
UNIT	UNIT
UPPER	UPPR *
* Does not require secondary range number to follow	

Field 14: Name of City or Town

Submission cycle:	Fall, spring and end-of-year
Field use:	NCLB, 20 USC 6311
State of Michigan office contact:	CEPI customer support, 517-335-0505 or CEPI@michigan.gov
Field specification:	20-character, left-justified
Record position/type:	122-141, alpha
Code/format:	Student's City or Town (AAAAAAAAAAAAAAAAAAAAA)
Dependencies with other fields:	Field 34: Homeless

Programming edits: Error check to ensure that the student has a city or town address, unless the student is reported in Field 34: Homeless.

Fatal errors occur when this field is blank, unless Field 34: Homeless has a value.

Message: Student address is missing.

Definition: Indicate the name of the city or town where the student lives at the time of reporting or the student's last known city or town of residence.

Field 15: Zip Code

Submission cycle:	Fall, spring and end-of-year
Field use:	NCLB, 20 USC 6311
State of Michigan office contact:	CEPI customer support, 517-335-0505 or CEPI@michigan.gov
Field specification:	10-character (numerals only), with dash, left-justified
Record position/type:	142-151, integer
Code/format:	Student's Zip Code (NNNNN-NNNN)
Dependencies with other fields:	Field 34: Homeless

Programming edits: Error check to ensure that the student has a zip code, unless the student is reported in Field 34: Homeless.

Fatal errors occur when this field is blank, unless Field 34: Homeless has a value. Numerals will only be accepted, a fatal error occurs otherwise. The first five (5) positions of this field must be five (5) digits. A fatal error occurs otherwise. If there are more than five (5) numbers, then the sixth (6th) position must be a "-". A fatal error occurs otherwise.

Message: Student address is missing or in error.

Definition: This is the zip code of the location where the student lives at the time of reporting or the last known code of residence. If there is no four-digit code, pad with five blanks (NNNNNbbbbbb).

Field 16: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved
State of Michigan office contact:	N/A
Field specification:	One-character
Record position/type:	152
Code/format:	Pad with blanks
Dependencies with other fields:	None

Definition: This field is reserved for future use.

Programming edits:

No fatal error.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 17: Student ID Number (Membership)

Submission cycle:	Fall, spring and end-of-year
Field use:	Used for deduplication of records
State of Michigan office contact:	CEPI customer support, 517-335-0505 or CEPI@michigan.gov
Field specification:	20-character, blanks accepted, left-justified
Record position/type:	153-172, alphanumeric
Code/format:	District student ID number
Dependencies with other fields:	None

Programming edits: None at this time.

No fatal errors.

Definition: The student's local district's student ID number may be placed in this field (with leading blanks). This is different from the UIC in Field 124: Unique Identification Code (generated by the Center for Educational Performance and Information [CEPI] as the student identifier.

Field 18: FTE in General Education (Membership)

Submission cycle:	Fall and spring
Field use:	School Aid Act, MCL 388.1606(4), 388.1606(6), 188.1606(8) 388.1606a, 388.1606b, 388.1618, 388.1619, 388.1625, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311
State of Michigan office contact:	MDE/State Aid and School Finance/School Aid FTE, JoEllen Wonsey, 517-373-3352 or WonseyJ@michigan.gov
Field specification:	Four-character, decimal, blanks not accepted
Record position/type:	173-176, decimal
Code/format:	"0.00" to "1.00" (N.NN) with a default code of "0.00"
Dependencies with other fields:	Field 5: School or Facility; Field 9: Date of Birth; Field 19: Grade or Setting; Field 20: Date of Enrollment; Field 30: Student Residency; Field 123: Date of Count

Programming edits: If the field is left blank, or if the number entered is less than 0.00 or greater than 1.00, a *fatal error* is reported. Data must be reported in the "N.NN" format; otherwise a fatal error will occur. Error check against Field 9: Date of Birth to ensure that 0.00 FTE is being claimed when the student is less than 5 years of age on or before December 1, or 20 or more years of age on September 1; or if the student is receiving special education programs/services (Field 29: Program Eligibility/Participation I code "010000000") and over 26 years of age as of September 1.

If an ISD uses a code of "06", "09", "11", or "14" in Field 30: Student Residency and this field has greater than "0.00" FTE, a fatal error is reported.

Field 18 must be "0.00" when the student is in kindergarten (Field 19: Grade or Setting equals "00") and the student residency code (Field 30) is non-public (codes "04" or "08"). A fatal error occurs otherwise. General Education FTE cannot be claimed when Field 19 contains "14" (special education setting) or "20" (adult education setting).

Message: FTE in General Education is blank, less than 0.00 or greater than 1.00, or should not be claimed on this student. Note: Blanks are not accepted for this field. The default is "0.00".

FTE cannot be claimed if the school (Field 5: School or Facility) was closed on or before the count date (Field 123: Date of Count).

FTE cannot be claimed when the date in Field 20: Date of Enrollment is later than that in Field 123: Date of Count.

If this student has zero attendance and yet is being claimed for FTE under the 10/30 Day Rule, then Field 125: Program Eligibility/Participation II must contain a "1" in the sixth position. A fatal error occurs otherwise. That is, if the first three positions of Field 21: Attendance are "000", then Field 125: Program Eligibility/Participation II must contain a "1" in the sixth position in order for the FTE in this field to be greater than 0.00.

Warning (none)

Definition: Refer to Section 6 of the current State School Aid Act and the Michigan Department of Education's Pupil Accounting Manual for full time equivalency (FTE) instructions. Enter the FTE in this field. A student's FTE may range from "0.00" to "1.00" (either tenths or hundredths are allowed as long as the district is consistent in the use of either one).

Common entry errors: The field is left blank.

Field 19: Grade or Setting

Submission cycle:	Fall, spring and end-of-year
Field use:	School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388.1625, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311; Perkins IV (P.L. 109-270)
State of Michigan office contact:	CEPI customer support, 517-335-0505 or CEPI@michigan.gov
Field specification:	Two-character, leading zero
Record position/type:	177-178, leading zero
Code/format:	This is a two-position field.

Grade Level:

00	Kindergarten
01	First Grade
02	Second Grade
03	Third Grade
04	Fourth Grade
05	Fifth Grade
06	Sixth Grade
07	Seventh Grade
08	Eighth Grade
09	Ninth Grade
10	Tenth Grade
11	Eleventh Grade
12	Twelfth Grade

Educational Setting:

14	Special Education (not Early Childhood/Early On[®] kindergarten—twelfth grade)
20	Adult Education
30	Early Childhood/Early On [®] (below kindergarten level)

Dependencies with other fields: Field 18: FTE in General Education; Field 40: FTE in Section 52
Field 41: FTE in Section 53;

Programming edits:

Fatal errors occur when this field is blank.

Possible edits at a district level might include comparing grade levels to a valid age. For example, a K-12 student could not be older than 26 (a fatal error); a typical first grader is between ages 5 and 7 (out-of-range is a warning).

Fatal errors occur if the student's grade is coded as "14" (Special Education) or "20" (Adult Education), and Field 18: FTE in General Education contains a value greater than 0.00.

Fatal errors occur when this field contains "30" or is blank, and Field 18: FTE in General Education contains a value greater than 0.00.

A fatal error occurs if the entry in Field 19: Grade or Setting equals "20" and the student is less than 16 years of age on September 1st of the current school year.

A fatal error occurs if the entry in Field 19: Grade or Setting equals "30", the value in Field 18: FTE in General Education (Membership) is greater than "0.00", and the student is greater than 5 years of age on or before December 1st of the current school year.

A fatal error occurs if the entry in Field 19: Grade or Setting equals "30", the value Field 40: FTE in Section 52 (Membership) or Field 41: FTE in Section 53 (Membership) is greater than "0.00", and the student is greater than or equal to 8 years of age on or before the current count date.

Definition: Identify the grade level or the educational setting in which the student is enrolled. As a general rule, the ages of students enrolled in K-12 general education settings are within two years of their chronological age minus five ($[(\text{chronological age} - 5) \pm 2] = \text{grade level}$). If the student is in a self-contained special educational setting, meaning that special education services are received in the context of an otherwise K-12, general educational setting (see definition below for special educational setting), use the age-appropriate grade placement. For students in a multi-age setting, use the appropriate grade level. For students beyond age-appropriate grade levels, use the correct educational setting. For alternative education, use Field 19: Grade or Setting to report the appropriate grade level for students currently participating in alternative education and report the alternative education status in Field 125: Program Eligibility/Participation II.

Grade Level:

00 Kindergarten. Any one- or two-year program prior to first grade that meets the membership eligibility requirements of enrolling students who are 5 years of age on or before December 1 and is a 549-hour program. If the setting is a developmental/retention kindergarten (DK) for which FTE is being claimed, in addition to being reported in Field 19: Grade or Setting, the student should also be reported in Field 125: Program Eligibility/Participation II, second position. [NOTE: Pre-kindergarten early childhood programs do not include DK. Early childhood programs are reported in Field 52: Early Childhood Enrollment].

01-12 Grade 1 through grade 12.

Alternative education students should be reported with the grades that best represents their educational levels. Indicate that the student is participating in an alternative education program in position 1 of Field 125: Program Eligibility/Participation II.

Educational Setting:

14 Special educational setting. A special program where the student might **not** be age-appropriately placed in a grade level. **Note:** If FTE for the student is being claimed in special education as well as general education, then this field must contain a grade level for the special education student (code "14" cannot be used). Code "14" should **not** be used for early childhood programs; it is to be used for children receiving kindergarten-level services or above.

- 20 Adult education. A full-time-equated participant enrolled and attending a Department-approved, adult basic-education program; an English-as-a-second-language program; a general-education, developmental test-preparation program; a job- or employment-related program; or a high school completion program; and who meets the eligibility requirements as defined in Section 107 of the State School Aid Act.
- 30 Early Childhood/Early On[®]. Code "30" is used to report children receiving early childhood or Early On[®] services from the district. This does not include developmental kindergarten (see definition under code "00" above). Code "30" is used for children receiving services below the level of kindergarten.

Computed Grades For Students Reported in Ungraded Educational Settings

State Board of Education policy, the *No Child Left Behind Act of 2001*, and the *Individuals with Disabilities Education Act* require that state-level assessments be administered to ALL students in required content areas. District policy determines grade assignments for students. However, when the district identifies a student in an ungraded educational setting (grade "14" in Field 19), for certain purposes such as MEAP and MI-Access testing or for determining membership in a graduation cohort, the state will compute the student's grade level based on the following table.

Student Age* in Ungraded Programs	Computed Grade
9	3rd
10	4th
11	5th
12	6th
13	7th
14	8th
15	9th
16	10th
17	11th
18	12th

* Age is based on Field 9: Date of Birth in the SRSD and is computed as of December 1st of the current school year.

For questions related to MEAP test administration, please contact the **Office of Educational Assessment and Accountability** at 517-373-8393, or toll free at 877-560-8378.

Field 20: Date of Enrollment

Submission cycle:	Fall, spring and end-of-year
Field use:	School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388.1625, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311
State of Michigan office contact:	CEPI customer support, 517-335-0505 or CEPI@michigan.gov
Field specification:	10-character
Record position/type:	179-188, integer with slashes
Code/format:	Month, day and year (MM/DD/CCYY)

All dates must appear in the following manner: DD must be a number between 01 and 31, and CCYY represents the year. For example, May 8, 1994 = 05/08/1994. Each MM must be one of the following:

01 January	07 July
02 February	08 August
03 March	09 September
04 April	10 October
05 May	11 November
06 June	12 December

Dependencies with other fields: Field 9: Date of Birth; Field 18: FTE in General Education; Field 40: FTE in Section 52; Field 41: FTE in Section 53; Field 123: Date of Count

Programming edits: If the enrolled date is out of range, blank, or not a real date, a *fatal error* is reported. The date of enrollment should precede or be the same as the date in Field 123: Date of Count if FTE is being claimed.

Fatal errors occur when the field is blank, contains an invalid date (e.g., 14/04/01 or 04/38/57), contains invalid date characters (e.g., letters instead of numbers), or the date in Field 20: Date of Enrollment is earlier than that in Field 9: Date of Birth.

Fatal errors occur when the date in this field is later than that in Field 123: Date of Count and the FTE in Field 18: FTE in General Education, Field 40: FTE in Section 52, or Field 41: FTE in Section 53, is greater than 0.00.

Note: the date of enrollment can be later than that in Field 38: Date of IEP/ Placement/Date of Implementation, or Field 55: Date of IFSP for Part C.

Message: Date of Enrollment is blank, out of range, or not a valid date.

Warning (none)

Definition: The month, day, and year of the first day the student enrolled in that district. If a student exits the district and then re-enrolls, the date of re-enrollment should be reported in this field.

The date in this field should not change if a student is merely changing buildings within the same district; for example, moving from elementary to junior high, or from junior high to high school.

Common entry errors: Reporting the current date in the field rather than the actual enrollment date.
Reporting the start of the current school year rather than the actual enrollment date.

Field 21: Attendance

Submission cycle:	Fall, spring and end-of-year
Field use:	School Aid Act, MCL 388.1704a; Revised School Code, MCL380.1279, 380.1280, 380.1561; NCLB, 20 USC 6311
State of Michigan office contact:	CEPI customer support, 517-335-0505 or CEPI@michigan.gov
Field specification:	Seven-character (with slash)
Record position/type:	189-195, integer with slash
Code/format:	Three numbers with a slash followed by three numbers (NNN/NNN). This field may be blank when not required.
Dependencies with other fields:	Field 18: General Education FTE; Field 29: Program Eligibility/Participation I; Field 40: FTE in Section 52; Field 41: FTE in Section 53; Field 123: Date of Count; Field 125: Program Eligibility/Participation II

Programming edits: The three numbers before the slash cannot be greater than the three numbers after the slash. When an FTE greater than "0.00" is entered in any FTE field (Field 18: FTE in General Education, Field 40: FTE in Section 52, or Field 41: FTE in Section 53), this field must have a value (unless Field 125: Program Eligibility/Participation II has an entry in the sixth position). Actual or possible days attended cannot be a negative number.

Fatal errors occur if the three numbers before the slash are greater than the three numbers after the slash or when the values in Field 18: FTE in General Education, Field 40: FTE in Section 52, or Field 41: FTE in Section 53 are greater than 0.00 and Field 21: Attendance is blank (unless Field 125: Program Eligibility/Participation II has an entry in the sixth position). "Blank" refers to seven spaces or three spaces followed by a slash followed by three spaces. A fatal error will also occur when Field 18: FTE in General Education, Field 40: FTE in Section 52, or Field 41: FTE in Section 53 contains values greater than 0.00 and actual attendance equals "000" (unless Field 125: Program Eligibility/Participation II has an entry in the sixth position).

Attendance is not required for students who are identified as one of the following:

- **Adult education participants** - students reported with a "1" in position 8 of Field 29: Program Eligibility/Participation I and as code "20" in Field 19: Grade or Setting
- **Early childhood participants** - students reported in Field 52: Early Childhood Enrollment and as code "30" in Field 19: Grade or Setting
- **Non-public students** - students reported with codes "04" or "08" in Field 30: Student Residency
- **Juvenile detention students** - students reported as "09" or "12" in Field 30: Student Residency
- **Early childhood students with disabilities receiving special education programs/services** - students reported as code "191" or "270" in Field 42: Program Service Code, or "11" in Field 36: Primary Disability
- **Early On[®] participants** - students reported in the third position of Field 29: Program Eligibility/Participation I
- **Home-schooled students** - students reported as "15" in Field 30: Student Residency
- **Students with disabilities receiving special education programs/services served by a DCH facility** - students reported as "13" in Field 30: Student Residency

Warning (none)

Definition: The three characters before the slash represent the number of days the student actually attended. The three characters after the slash represent the total possible days in attendance from the first day of school, the date of new enrollment, or the beginning of a program (e.g., summer school). (See Field 20: Date of Enrollment for more information on date of enrollment.) For the EOY count day, use the last day of school, not including summer school. **This field does not address instructional days or clock hours.** For services that are not school-based (e.g., services provided in the home), report how many days out of the days available that the student received services.

For example, the end date for the fall SRSD data submission would be the official fall count date in September. For students who enrolled on the first day of school, the possible attendance days would then equal the number of days that students were expected/required to attend between the first day of school and the count date. Using this example, if a student exits the school between count dates, then the possible attendance days would then equal the number of days that students were expected/required to attend between the first day of school and the date that this student exited (Field 24: Date Exited). When a student enrolls after the first day of school, the days preceding the enrollment date are not counted in possible attendance. If a student exits and re-enrolls between count dates, then the total number of days enrolled would be the number of possible days.

Students in the same grades, but different buildings, may have different possible days of attendance. If a student transfers to a different school within the district during the school year, or the student is enrolled in two buildings within the same district, then attendance days should be combined across the different schools for reporting. (This means that attendance in either building would be considered as a day in attendance.) If a student is enrolled in two different districts, then the possible days for each district would equal the expected/required days for each district only.

Attendance for any part of the school day may be counted as a day in attendance. Participation in half-day kindergarten, special education for preprimary-aged students, or any other pupil program is to be reported as a day in attendance. In-school suspensions are considered days in attendance. Expulsions and out-of-school suspensions are considered absences.

For homebound students, each day that services were offered is a possible attendance day. Each day that services were received is an actual attendance day. For example, if the services were offered twice a week for a month, but the student missed two days, the attendance would be reported as "006/008".

This field may be blank when not required.

NOTE: The data populating this field for the end-of-year SRSD submission should be a cumulative count of the student's attendance for the entire academic school year, as of the last day of attendance.

Field 22: Racial/Ethnic Code

Submission cycle:	Fall, spring and end-of-year												
Field use:	NCLB, 20 USC 6311; Individuals with Disabilities Education Act, 20 USC 1400 PL 105-17 Sec. 618(i); Perkins IV (P.L. 109-270)												
State of Michigan office contact:	CEPI customer support, 517-335-0505 or CEPI@michigan.gov												
Field specification:	Six-character, blanks not accepted												
Record position/type:	196-201, integer												
Code/format:	<p>This is a unique six-position field using any combination of "0" through "6" in the proper position (NNNNNN). Because this is a multiple-occurrence field, the indicator of the code is located by position in the format. The primary racial/ethnic choice is represented with a "1" and the second choice is a "2", etc. For example, a person whose primary racial/ethnic choice is Asian American would receive a code of "010000". If the same person is also White, they would receive the code of "010020". In this example, a person who is primarily of the Hispanic ethnic group and is also of the Black and Asian races, could be coded "032001". If a person is of equal races such as an American Indian and Hispanic, they would be reported as "100001".</p> <p>For more information on ethnic reporting, please go to the following Web site:</p> <p>http://nces.ed.gov/programs/coe/2003/supnotes/n01.asp</p> <p>or</p> <p>http://nces.ed.gov/statprog/2002/std1_5.asp</p> <table><tr><td>100000</td><td>American Indian or Alaska Native (first position)</td></tr><tr><td>010000</td><td>Asian American (second position)</td></tr><tr><td>001000</td><td>Black or African American (third position)</td></tr><tr><td>000100</td><td>Native Hawaiian or Other Pacific Islander (fourth position)</td></tr><tr><td>000010</td><td>White (fifth position)</td></tr><tr><td>000001</td><td>Hispanic or Latino (sixth position)</td></tr></table>	100000	American Indian or Alaska Native (first position)	010000	Asian American (second position)	001000	Black or African American (third position)	000100	Native Hawaiian or Other Pacific Islander (fourth position)	000010	White (fifth position)	000001	Hispanic or Latino (sixth position)
100000	American Indian or Alaska Native (first position)												
010000	Asian American (second position)												
001000	Black or African American (third position)												
000100	Native Hawaiian or Other Pacific Islander (fourth position)												
000010	White (fifth position)												
000001	Hispanic or Latino (sixth position)												
Dependencies with other fields:	None												

Programming edits: Error check to ensure that there is a six-digit code which is not out of range, and at least one of the six digits must be the number "1".

Fatal errors occur when the field is blank, or one or more numbers of the six-digit code is larger than six.

Fatal errors occur when this field contains all 1's ("111111") or the value "123456".

Message: One of the six-digit codes is either blank or invalid.

Warnings: None

Definition: First identify the racial group and then the ethnicity of the student (if Hispanic or Latino). A combination of the following codes with at least one primary and/or one or more secondary choices may be reported.

100000	<i>American Indian or Alaska Native.</i> A student having origins in any of the original peoples of North America and South America (including Central America), and who maintains tribal affiliation or community attachment.
010000	<i>Asian American.</i> A student having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian sub-continent including for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
001000	<i>Black or African American.</i> A student having origins in any of the black racial groups of Africa.
000100	<i>Native Hawaiian or Other Pacific Islander.</i> A student having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
000010	<i>White.</i> A student having origins in any of the original peoples of Europe, the Middle East, or North Africa.
000001	<i>Hispanic or Latino.</i> An indication that the individual traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.

Field 23: District Exit Status

Submission cycle:	Fall, spring and end-of-year
Field use:	School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388.1625, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311; Carl D Perkins Career and Technical Education Act of 2006. Section 113 (CTE); Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446). Sec. 1414.
State of Michigan office contact:	CEPI customer support, 517-335-0505 or CEPI@michigan.gov For questions regarding students with disabilities receiving special education programs/services, contact the Michigan Department of Education, Office of Special Education and Early Intervention Services, James Nuttall, Ph.D. 517-335-0454 or NuttallJ@michigan.gov
Field specification:	Two-character
Record position/type:	202-203, integer
Code/format:	<p>This is a two-position field with a default code that includes why the student left the school district (NN). The default code for this field is "19".</p> <ul style="list-style-type: none">01 Graduated from general education with a high school diploma02 Graduated from general education with a high school diploma and applied to a degree-granting college or university03 Graduated from an alternative program with a high school diploma04 Graduated from general education with a high school diploma and applied to a non-degree granting institution.05 Completed general education with an equivalency certificate (GED)06 Completed general education with other certificate07 Dropped out of school08 Enrolled in another public school district in Michigan09 Moved out of state10 Expelled from the school district (no further services)11 Enlisted in military or Job Corps12 Deceased13 Adjudicated14 Enrolled in home school15 Enrolled in non-public school16 Unknown17 Placed in a recovery or rehabilitative program18 Left adult education19 Expected to continue in the same school district20 Special education – Received certificate of completion and exited the K-12 system21 Special education - Reached maximum age and exited the K-12 system30 Exited early childhood or Early On[®] program/service40 Graduated from a Middle College with both a high school diploma and an Associates Degree or other advanced certificate41 Graduated from a Middle College with only a high school diploma42 Graduated from another district.
Dependencies with other fields:	Field 19: Grade or Setting; Field 24: Exit Date; Field 29: Program Eligibility / Participation I ; Field 113: Date Expelled; Field 45: Special Education Exit / Completion Reason

Programming edits: If the exit code is anything other than code "19" (continuing), a valid date must be submitted in Field 24: Date Exited. If the status is code "19", then Field 24: Date Exited must be blank (error will occur in Field 24). A fatal error occurs if this field contains "10" (expelled) and Field 113: Date Expelled is blank.

If the exit code is out of range, a fatal error is reported. Fatal errors occur when this field is blank or the exit code is out of range. A fatal error occurs if this field contains a single digit either preceded or followed by a blank.

If code "21" is reported, the student must be age 25 or older on September 1 of the current school year. A fatal error occurs otherwise.

A fatal error will occur if code "30" is reported and Field 19: Grade or Setting does not contain code "30".

Message: Student must be in grade or setting "30" in Field 19 to use exit code "30".

Codes "40" and "41" may only be reported for students graduating from an early or middle college; a fatal error will occur otherwise. The following facilities are currently recognized as early/middle college:

District Code	School Code	Name
25010	09774	Genesee Early College
82030	09775	Henry Ford Early College
25010	07576	Mott Middle College High School
81903	08483	Washtenaw Technical Middle College (PSA)
81070	09826	Early College Alliance – Lincoln
81140	09832	Early College Alliance – Whitmore Lake
81020	09833	Early College Alliance – Ypsilanti
81100	09849	Early College Alliance - Milan
63160	09852	Oakland Early College

Message: Exit code ("NN") may only be reported for students graduating from an early or middle college.

NOTE: The data populating this field for the end-of-year SRSD submission should reflect the student's status as of the last day of the academic school year.

Warning: If code "20" or "21" is reported, Field 29: Program Eligibility/Participation I, position 2 must contain the value "1", otherwise a warning is reported.

Message: Exit code ("NN") should only be reported for students receiving special education services or programs indicated in position 2 of Field 29.

Definition: Use only one code for the reason the student is no longer in the school district. If the student has transferred to another school within the same school district, the previous school should report an exit code of "19" and leave Field 24: Date Exited blank. This student should not appear in the previous school's subsequent submissions. If the student has been expelled but continues to receive services, report an exit code of "19" and complete fields 112-120. Use an exit code of "10" (in addition to completing fields 112-120) only for students who are expelled and no longer receive services from the school district.

- 01 Graduated from general education with a high school diploma issued by the reporting district. Used for a student who earned a high school diploma. Includes early graduates who earn high school diplomas. Also include the student with an IEP who met the same graduation requirements as the nondisabled student. Exclude any student who graduated by meeting only IEP requirements and did not receive a high school diploma.

- 02 Graduated from general education with a high school diploma, issued by the reporting district, and applied to a degree-granting college or university. Used for a student who graduated with a high school diploma and to the best of the district's knowledge, enrolled in a two- or four-year degree-granting college or university.
- 03 Graduated from an alternative program with a high school diploma issued by the reporting district. Used for a graduate receiving a diploma from an alternative program in a regular high school or a separate building.
- 04 Graduated from general education with a high school diploma, issued by the reporting district, and applied to a non-degree-granting institution. Used for a student who graduated and, to the best of the district's knowledge, enrolled in a non-degree-granting institution (e.g., trade, technical, vocational, or business school).
- 05 Completed K-12 general education with an equivalency certificate (GED). Used for a student known to have passed the GED test and to be less than 20 years of age as of the date reported in Field 24: Date Exited.
- 06 Completed K-12 general education with other certificate. Used for a student who completed school with some other type of certificate, such as a certificate of attendance/completion, or a district competency test.
- 07 Dropped out of school. Used when a student, upon reaching age 16, stopped attending school, and no reason is given. For special education, the student left school before the age of 26 without completing his/her educational program.
- 08 Enrolled in another public school district, including a Public School Academy (PSA). Used when a student moved to another public school district in Michigan and is known to be continuing in education. Movement to another district includes moving to state institutions, except when the student is incarcerated. (See code 13)
- 09 Moved out of state. Used when a student has moved out of state and is no longer attending a public or private school in Michigan. Used when students and their parents/guardians physically move outside the original district of residence to another state or country. This code should also be used when a foreign exchange student left midyear to return to his/her home country.
- 10 Permanently expelled from school district. Used when a general education has been permanently expelled from school by official board action. This does not include a student with disabilities receiving special education programs/services on long-term suspension or a student who is placed in an alternate educational setting. A student with this code requires further information located in the expulsion section (fields 112-120).
- Students who are expelled for less than the remainder of the current school year and continue to receive services should receive a code "19" (expected to continue) with a code in Field 120: Follow-up after Expulsion, of either "3" or "7".
- 11 Student enlisted into the military or district/national Job Corps. Used when the student left the school district prior to graduation to enlist in a branch of the U.S. Military.
- 12 Deceased. Used when a student has passed away.

- 13 Adjudicated. The student is placed under jurisdiction of juvenile or criminal justice authority. The student may continue to receive educational services from a PSA-, LEA-, or ISD-run program. NOTE: If the student is placed in a facility where the educational program is run by the current district, the student's exit status should be entered as "19" (Expected to continue).
- 14 Enrolled in home school. Used when a student receives instruction offered in a home for reasons other than health.
- 15 Enrolled in non-public school. Used when a student attends a non-public school, such as a parochial school. This code is also used for non-public students who have been taking non-core classes from the district, who are no longer receiving services, and are continuing in their non-public setting. (NOTE: This code should **not** be used for students transferring to a Public School Academy (PSA). Use code "08".)
- 16 Unknown. Used when the current status of the student is unknown. For reporting purposes, this student is considered a dropout, unless s/he can be located in another district.
- 17 Recovery program. Used when the student was placed in a recovery program, rehabilitative program, or under psychiatric care. The student may continue to receive educational services from a PSA-, LEA-, or ISD-run program. (NOTE: If the student is placed in a facility where the educational program is run by the current district, [either homebound or hospitalized], the student should be reported as code "19" [Expected to continue]).
- 18 Student has left adult education. Participant is no longer enrolled in an adult education program.
- 19 Expected to continue. Used when the student is expected to continue normal matriculation through the educational system in the same district.
- 20 Special education - Received certificate of completion or finished IEP requirements. Received a certificate of completion in lieu of a standard high school diploma. Student exited his/her educational program, that is, high school-equivalent program, by receiving a modified high school diploma, a certificate of completion of high school or educational program, or some similar document.
- 21 Special education reached maximum age. Student reached the maximum age for receipt of programs or services and is no longer eligible to attend school.
- 30 Child has left early childhood or Early On[®] program/service and will not be continuing in the district (NOTE: if the child has left his or her program and will subsequently be entering kindergarten in the district, report as "19", continuing).
- 40 Graduated from an Early or Middle College with both a high school diploma and an Associates Degree or other advanced certificate. Student has completed the requirements to earn both a high school diploma and a post-secondary degree or certificate through an established Early or Middle College program.
- 41 Graduated from an Early or Middle College with only a high school diploma. Student has completed the requirements to a high school diploma, but did not earn a post-secondary degree or certificate through an established Early or Middle College program.

- 42 Graduated from another district. Shared student has exited the reporting district and has been issued a high school diploma from a different district. NOTE: This code should only be used when another district is responsible for the graduation of the student. If no other district reports this student as graduating, the student may appear as a non-completer on the reporting district's cohort report.

Common entry errors: Field is left blank.

NOTE: The data populating this field for the end-of-year SRSD submission should reflect the student's status as of the last day of the academic school year

Field 24: Date Exited

Submission cycle:	Fall, spring and end-of-year												
Field use:	School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388.1625, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311												
State of Michigan office contact:	CEPI customer support, 517-335-0505 or CEPI@michigan.gov												
Field specification:	10-character												
Record position/type:	204-213, integer with slashes												
Code/format:	Month, day, and year (MM/DD/CCYY)												
	All dates must appear in the following manner: DD must be a number between 01 and 31, and CCYY represents the year. For example, May 8, 1994 = 05/08/1994. Each MM must be one of the following:												
	<table> <tr> <td>01 January</td><td>07 July</td></tr> <tr> <td>02 February</td><td>08 August</td></tr> <tr> <td>03 March</td><td>09 September</td></tr> <tr> <td>04 April</td><td>10 October</td></tr> <tr> <td>05 May</td><td>11 November</td></tr> <tr> <td>06 June</td><td>12 December</td></tr> </table>	01 January	07 July	02 February	08 August	03 March	09 September	04 April	10 October	05 May	11 November	06 June	12 December
01 January	07 July												
02 February	08 August												
03 March	09 September												
04 April	10 October												
05 May	11 November												
06 June	12 December												
Dependencies with other fields:	Field 9: Date of Birth; Field 20: Date of Enrollment; Field 23: District Exit Status												

Programming edits: If an exit date is not valid, a fatal error is reported. A valid date must be entered in this field if a code other than "19" is entered in Field 23: District Exit Status. If code "19" is reported in Field 23: District Exit Status, Field 24 must be left blank. The exit date may be a future date within the current school year, but only if codes "01" – "06" or "40" – "42" are reported in Field 23: District Exit Status. The date exited cannot be sooner than that in Field 9: Date of Birth or the date in Field 20: Date of Enrollment.

When this field is populated, and Field 29: Program Eligibility/Participation I, position 2 contains "1" indicating the student participates in special education, Field 45: Special Education Exit/Completion Reason and Field 46: Special Education Exit Date must also be completed.

Fatal errors occur when the field is blank and Field 23: District Exit Status contains a value other than "19", contains an invalid date (e.g., 14/04/2001, 04/38/1957), or contains invalid date characters (e.g., letters instead of numbers).

Message: the date exited is blank, out of range, or not a valid date.

Warning (none)

Definition: The month, day, and year of the first day after the date a student last attended school, graduated, or became known officially to have left the educational setting. Place a date in this field corresponding to the day after the student left school or terminated his/her education program or service.

Common entry errors: Placing a date in the exit field when the student is still enrolled in school.

NOTE: The data populating this field for the end-of-year SRSD submission should reflect the student's status as of the last day of the academic school year (e.g., if the student is graduating at the end of the academic school year, the date in this field would be the day after the last day of the academic school year).

Field 25: Reserved Field

Submission cycle: Fall, spring and end-of-year

Field use: Reserved field

State of Michigan office contact: N/A

Field specification: 40-character

Record position/type: 214-253

Code/format: Pad with blanks

Dependencies with other fields: None

Definition: This field is reserved for future use.

Programming edits: No fatal error.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 26: Reserved Field

Submission cycle: Fall, spring and end-of-year

Field use: Reserved field

State of Michigan office contact: N/A

Field specification: 40-character

Record position/type: 254-293

Code/format: Pad with blanks

Dependencies with other fields: None

Definition: This field is reserved for future use.

Programming edits: No fatal error.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 27: Reserved Field

Submission cycle: Fall, spring and end-of-year

Field use: Reserved field

State of Michigan office contact: N/A

Field specification: 15-character

Record position/type: 294-308

Code/format: Pad with blanks

Dependencies with other fields: None

Definition: This field is reserved for future use.

Programming edits: No fatal error.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

010	Remedial Math, G7
011	Math, G7, Regular
012	Math, G7, Accelerated (or Pre-Algebra)
013	Remedial Math, G8
014	Math, G8, Regular
015	Math, G8, Enriched
016	Math, G8, Algebra I (or Integrated Math 1)
017	Review Mathematics—Level 1
018	Review Mathematics—Level 2
019	Review Mathematics—Level 3
020	Review Mathematics—Level 4
021	Informal Mathematics—Level 1
022	Informal Mathematics—Level 2
023	Informal Mathematics—Level 3
024	Formal Mathematics—Level 1
025	Formal Mathematics—Level 2
026	Formal Mathematics—Level 3
027	Formal Mathematics—Level 4
028	Formal Mathematics—Level 5
029	Formal Mathematics—Level 5, Advanced Placement
030	General Science
031	Life Science
032	Earth Science
033	Physical Science
034	Integrated Science

035	Other Science
036	Biology, 1st Year
037	Biology, 1st Year, Basic/Applied
038	Biology, 2nd Year, AP
039	Biology, 2nd Year, Advanced
040	Biology, 2nd Year, Other
041	Chemistry, 1st Year
042	Chemistry, 1st Year, Basic/Applied
043	Chemistry, 2nd Year, AP
044	Chemistry, 2nd Year, Advanced
045	Physics, 1st Year
046	Physics, 1st Year, Basic/Applied
047	Physics, 2nd Year, AP
048	Physics, 2nd Year, Advanced
049	Earth Science, 1st Year
050	Earth Science, 1st Year, Basic/Applied
051	Earth Science, 2nd Year, Advanced/Other
052	General Science
053	Physical Science
054	Integrated Science
055	Environmental Science
056	Technology (taught as science course)
057	Other Science
058	Computer Science/Computer Prog.
059	Computer Science/Computer Prog. 1
060	Advanced Computer Science Prog. 2
061	Computer Science, Advanced Placement
062	Integrated Middle Grade Math (Grades 7 and 8)
063	Integrated Math 1
064	Integrated Math 2
065	Integrated Math 3

Dependencies with other fields: None

Programming edits: ~~This field can be blank if any student is not enrolled in math or science. When used, the variables must be within range.~~

No fatal errors.

Warning: None.

This field may be treated as optional and data may be submitted. However, since the field is retired, the data will not be used for reporting purposes.

Definition: This field reserved for future use. This field is used to identify which courses the student is attending at the time of this count.

Mathematics: Grades 7 through 8

- 010 ~~Course offering a remedial 7th grade mathematics program; i.e., 7th grade students taking 6th grade math or lower. For example, a course with this title: Remedial Math 7.~~
- 011 ~~Course covering the regular 7th grade mathematics program. For example, courses with these titles: Math 7; Exper. Math 7—SS MCIS.~~

- 012 Accelerated or enriched course of mathematics. For example, courses with these titles: Accelerated Math 7; Pre Algebra; Introductory Algebra; Honors Math 7; Enriched Math 7.
- 13 Course offering a remedial 8th grade mathematics program; i.e., 8th grade students taking 7th grade math or lower. For example, a course with this title: Remedial Math 8.
- 014 Course covering the regular or general 8th grade mathematics program. For example, courses with these titles: Math 8; Exper. Math 8—SS MCIS.
- 015 Content of the course includes some algebra and may be a course for 8th graders called "honors," "enriched," "accelerated," or "pre algebra". For example, courses with these titles: Pre Algebra; Accelerated Math 8; Honors Math 8; Enriched Math 8.
- 016 Same course as Formal Mathematics, Level 1 for grades 9-12 (below). Seventh graders who have been accelerated into an Algebra 1 course should also be included here. For example, courses with these titles: Algebra 1; Beginning Algebra; Elementary Algebra; Integrated Math 1.

Mathematics: Grades 9 through 12

- 017 Course includes little or no new content over that which was learned in the 7th or 8th grades. Course focuses on arithmetic skills development. For example, courses with these titles: General Math 1; Basic Math; Math 9; Remedial Math; Developmental; H.S. Arithmetic; Math Comp. Test; Comprehensive Math; Terminal Math.
- 018 Course includes little or no new content over that which was learned in the 7th or 8th grades. Course focuses on arithmetic skills development. For example, courses with these titles: General Math 2; Vocational Math; Consumer; Technical; Business; Shop; Math 10; Career Math; Practical Math; Essential Math; Cultural Math.
- 019 Course includes little or no new content over that which was learned in the 7th or 8th grades. Course focuses on arithmetic skills development. For example, courses with these titles: General Math 3; Math 11; Intermediate Math.
- 020 Course includes little or no new content over that which was learned in the 7th or 8th grades. Course focuses on arithmetic skills development. For example, courses with these titles: General Math 4; Math 12.
- 021 Course presents new content from areas of mathematics such as algebra, statistics, or geometry taught at a low level of abstraction. May include prerequisite to Algebra 1. For example, courses with these titles: Pre Algebra; Introductory Algebra; Basic; Applications; Algebra 1A; Math A; Applied Math 2.
- 022 Course presents new content from areas of mathematics such as algebra, statistics, or geometry taught at a low level of abstraction. May include prerequisite to Algebra 1. For example, courses with these titles: Basic Geometry; Informal Geometry; Practical Geometry; Applied Math.
- 023 Course presents new content from areas of mathematics such as algebra, statistics, or geometry taught at a low level of abstraction. May include prerequisite to Algebra 1. For example, courses with these titles: Applied Math 3, 4; Mathematics of Consumer Economics.
- 024 Courses designed to prepare students for postsecondary education, for study of calculus, and more advanced mathematics. For example, courses with these titles: Algebra 1; Elementary; Beginning; Unified Math 1; Integrated Math 1; Algebra 1B; Math B.
- 025 Courses designed to prepare students for postsecondary education, for study of calculus, and for more advanced mathematics. For example, courses with these titles: Geometry; Plane Geometry; Solid Geometry; Integrated Math 2; Unified Math 2; Math C.
- 026 Courses designed to prepare students for postsecondary education, for study of calculus, and for more advanced mathematics. For example, courses with these titles: Algebra 2; Intermediate Algebra; Algebra and Trigonometry; Advanced Algebra; Algebra and Analytic Geometry; Integrated Math 3; Unified Math 3.
- 027 Courses designed to prepare students for postsecondary education, for study of calculus, and for more advanced mathematics. For example, courses with these titles: Trigonometry;

- College Algebra; Algebra 3; Pre-Calculus; Analytic/Advanced Geometry; Trigonometry and Analytic/Solid Geometry; Advanced Math Topics; Intro to College Math; Number Theory; Math 4; College Prep Sr. Math; Elementary Functions; Finite Math; Math Analysis; Numerical Analysis; Discrete Math; Probability; Statistics.
- 028 Courses designed to prepare students for postsecondary education, for study of calculus, and for more advanced mathematics. For example, courses with these titles: Calculus and Analytic Geometry; Calculus; Abstract Algebra; Differential Equations; Multivariate Calculus; Linear Algebra; Theory of Equations; Vectors/Matrix Algebra.
- 029 Courses designed to prepare students for postsecondary education, for study of calculus, and more advanced mathematics. For example, a course with this title: Advanced Placement Calculus (AB, BC).

Science: Grades 7 and 8

- 030 A laboratory course that provides an overview of science disciplines in a concrete and experiential manner. For example, a course with this title: General Science 7, 8.
- 031 A laboratory course that teaches the fundamental concepts of the biological sciences in a concrete and experiential manner. For example, a course with this title: Life Science 7, 8.
- 032 A laboratory course that teaches the fundamental concepts of earth and space science in a concrete and experiential manner. For example, a course with this title: Earth Science 7, 8.
- 033 A laboratory course that teaches the fundamental concepts of the physical sciences in a concrete and experiential manner. Example, a course with this title: Physical Science 7, 8.
- 034 A laboratory course integrating the fundamental concepts of the major disciplines of science in a concrete and experiential manner. For example, courses with these titles: Science I, II; SS and C; Project 2061; Integrated Science 7, 8; Earth/Life/Physical Science 7, 8.
- 035 A science course that may encompass any of a wide variety of topics that do not easily fall in previous definitions, such as: research topics, Technology, Energy, and Science/Technology/Society. For example, other science courses for grades 7 or 8 listed under the 'Science' category on the state data collection form.

Science: Grades 9 through 12

- 036 A first level laboratory course that uses the knowledge from biological principles and concepts in the context of living systems, to understand their natures, and how they interact. For example, courses with these titles: Biology I; General; College Prep; Regents; Introductory; BSCS I.
- 037 A first level laboratory course that uses the knowledge from biological principles and concepts in a concrete manner. For example, courses with these titles: Basic Biology; Applied; Life Science; Biomedical Ed.; Animal Science; Horticulture Science; Bio. Science; Health Science; Nutrition; Man and Disease; Agricultural Science; Fundamentals of Biology.
- 038 A course which adheres to the College Board guidelines for Advanced Placement Biology. For example, a course with this title: Advanced Placement Biology.
- 039 A second level laboratory course which builds on first level biology. It may broadly cover the field or it may be an in-depth treatment of a single area, such as genetics, human anatomy, microbiology, or physiology. For example, courses with these titles: Biology II; Advanced; College; Psychobiology; Physiology; Anatomy; Microbiology; Genetics; Cell Biology; Embryology; Molecular Biology; Invertebrate/Vertebrate Biology; BSCS II.

- 040 A second-level laboratory course that specializes in one specific area of biology, such as botany, zoology, or careers. For example, courses with these titles: Zoology; Botany; Bio-medical Careers; Field Biology; Ecology; Marine Biology; Other Biological Sciences.
- 041 A first-level laboratory course that employs the concepts and principles of chemistry to understand the composition and properties of substances and the reactions by which substances are produced and/or converted into other substances. For example, courses with these titles: Chemistry I; General; Introductory; Regents.
- 042 A first-level laboratory course that emphasizes practical chemical applications in a concrete fashion. Chemistry and its applications to science and technology may also be covered. For example, courses with these titles: Applied Chemistry; Consumer Chemistry; Technical Chemistry; Practical Chemistry; Chemistry in the Community.
- 043 A laboratory course that adheres to the College Board guidelines for Advanced Placement Chemistry. For example, a course with this title: Advanced Placement Chemistry.
- 044 A second-level laboratory course that builds on the first-year chemistry course. It may be a broad-field coverage of chemistry or a more specialized offering in one or more areas of chemistry, such as organic chemistry, biochemistry, or analytical chemistry. For example, courses with these titles: Chemistry II; Advanced; College; Organic; Inorganic; Physical; Biochemistry; Analytical.
- 045 A first-level laboratory course that uses knowledge of basic physical principles and concepts to understand the characteristics of matter and energy and how they are used in the physical world. For example, courses with these titles: Physics I; General; Regents; Introductory.
- 046 A first-level laboratory course that uses the principles of physics and applies them to everyday problems and phenomena. For example, courses with these titles: Applied Physics; Electronics; Radiation Physics; Practical Physics; Applied/Conceptual Physics; Electricity.
- 047 A course that adheres to the College Board guidelines for Advanced Placement Physics. For example, a course with this title: Advanced Placement Physics.
- 048 A second-level laboratory course that builds on the first level. It may be a broad coverage of the field or a more narrow coverage in a single area, such as nuclear physics. For example, courses with these titles: Physics II, Advanced; College; Nuclear Physics; Atomic Physics.
- 049 A laboratory course that covers aspects of geology, astronomy, oceanography, and meteorology. This course uses knowledge and concepts in these fields to understand the earth in relationship to the large environment of time and space. For example, courses with these titles: Earth Science; Earth-Space Science; Regents Earth Science; Space Science (courses that are generally taught at grade 9 and at introductory level).
- 050 A first-level laboratory course that applies concrete practical concepts to everyday environmental problems. For example, courses with these titles: Applied Earth Science; Fundamentals of Earth Science; Soil Science.
- 051 A second-level laboratory course which builds on the first level. This course may expand basic earth science concepts or extend to more specialized areas such as meteorology, geology, astronomy, or mineralogy. For example, courses with these titles: Advanced Earth Science; Earth Science II; Oceanography; Aquatic Science; Marine Science; Astronomy; Geology; Meteorology (courses that are generally taught at grade 10, 11, or 12 and at higher level than Earth Science, first year).
- 052 A first-level, broad-based laboratory course covering all major disciplines of science. For example, courses with these titles: General Science; Basic; Introductory; Consumer Science.
- 053 A laboratory course covering principles of physics and includes topics such as energy, mechanics, and electricity. For example, courses with these titles: Physical Science; Interaction of Matter and Energy; Applied Physical Science.

- 054 A sequence of laboratory-based science courses where developmentally appropriate concepts of earth, life, and physical science are integrated in thematic units. Science concepts are explored in greater depth than in standard course offerings or in courses called general science. For example, courses with these titles: Science III; SS and C; Project 2061; Integrated Science 9, 10; Unified; Comprehensive Ideas of Investigations in Science; Life/Physical Science; Earth/Life/Physical Science; Coordinated Science.
- 055 A laboratory-based science course that explores topics concerning the interactions of humans, other living organisms, and the environment. For example, courses with these titles: Environmental Science; Environmental Education.
- 056 A laboratory-based course that teaches scientific principles through design and use of tools and instruments in science and to solve practical problems. For example, courses with these titles: Principles of Technology I, II; Science/Technology/Society; Tech. Prep. Science; Biotechnology; Histologic Technology.
- 057 A science course that may encompass any of a wide variety of topics that do not easily fall into previous definitions. For example, courses with these titles: Science/Math; Engineering; Bioengineering; Special Interests Science; Energy; Research Topics; Laboratory Management; Aerospace Science; Aviation; other science courses for grades 9-12 listed under the "Science" category on the state data collection form.

Computer Science: Grades 7 through 12

- 058 Beginning computer language course where student develops problem-solving skills through the use of a computer language. Does not include general computer education or computer literacy. For example, a course with this title: Introductory Programming (any language).
- 059 Beginning computer language course where student develops problem-solving skills through the use of a computer language. Does not include general computer education or computer literacy. For example, courses with these titles: Introductory Programming (any language); Programming I, Computer Language I.
- 060 Second-level course teaching advanced language skills. For example, courses with these titles: Advanced Programming; Programming 2, Computer Language 2.
- 061 Course adheres to the basic College Board guidelines for Advanced Placement Computer Science. For example, a course with this title: Advanced Placement Computer Science.
- 062 Integrated Middle Grades Math, Grade 7-8—A middle-grades math curriculum which integrates content in algebra, geometry, numbers, measurement, statistics, and probability.
- 063 Integrated Math 1. Integrated Math 1, 2, and 3 represent a three-year core curriculum which integrates the traditional algebra I, algebra II, and geometry courses. An Integrated Mathematics Program I, II, and III typically includes algebra, geometry, probability, statistics, logic, trigonometry, functions, and discrete mathematics.
- 064 Integrated Math 2 (see above).
- 065 Integrated Math 3 (see above).

Field 29: Program Eligibility/Participation I

Submission cycle:	Fall, spring and end-of-year
Field use:	School Aid Act, MCL 388.1619, 388.1625, 388.1631a, 388.1657, 388.1641, 388.1651a (Special Ed; Early On®), 388.1624, 388.1701, 388.1707, 388.1661a (CTE), 388.1657 (Advanced and Accelerated); NCLB, 20 USC 6311 (Title I); Individuals with Disabilities Education Act, 20 USC 1400 (Special Ed; Early On®); 20 USC 2342 (CTE); Perkins IV (P.L. 109-270)
State of Michigan office contact:	CEPI customer support, 517-335-0505 or CEPI@michigan.gov
Field specification:	Nine-character field, blanks not accepted
Record position/type:	333-341, Boolean (integer)
Code/format:	<p>This is a unique nine-position field (NNNNNNNNN) with a default code of "0". According to student status, report either a "0" or "1" in the proper position. Because this is a multiple-occurrence field, the indicator of the code is located by position in the format. For example, a student with disabilities receiving special education programs/services would receive a code of "010000000". If the same student were a migrant student, the code would be "010000100". This allows for multiple occurrences.</p> <p>Title I (first position) Special Education (second position) Early-On® (third position) Reserved (fourth position) Advanced and Accelerated (fifth position) Limited English Proficient (sixth position) Migrant Education (seventh position) Adult Education (eighth position) Section 504 (ninth position)</p>
Dependencies with other fields:	See following section: Relationship between Field 29: Program Eligibility/Participation I and Categorical Fields in the SRSD Error Check Program

Programming edits: Error check to ensure a valid code is in this field and is not out of range.

Fatal errors occur when this field is blank, or any of the nine-digit codes are out of range, or position four contains "1".

Message: The nine-digit code contains at least one blank or contains an invalid number.

Warning (none)

Definition: This field is used to identify for which type of categorical program/service the student is eligible and in which s/he is enrolled in.

100000000	Title I. Students reported in this field are either currently participating in a targeted assistance school (TAS) program or have participated in a targeted assistance school program during the current school year. If the Title I student is receiving programs or services on the count day, you must also report the student in Field 91: TAS Instructional Services and Field 92: TAS Support Services. This is not for students in Title I School wide Programs (SWP).
010000000	Special Education. This student is eligible for IDEA programs or services. Students reported in this field are either currently participating in or have participated in a program or service during the current submission period.
001000000	Early-On®. This infant or toddler is eligible for special education programs or services. Students reported in this field are either currently participating in or have participated in a program or service during the current submission period.
000100000	Reserved.
000010000	Advanced and Accelerated. Students reported in this field are either currently participating in or have participated in a program during the current school year. Report the student in Field 69: Program Model and Field 70: Special Program Options.
000001000	Limited English Proficient. This student is eligible for LEP services. For a complete definition of LEP students, please see "Structure for Limited English Proficient Students" preceding Field 71: LEP Enrollment.
000000100	Migrant Education. This student is eligible for migrant education services. The student is younger than 22, who: (1) has not graduated from high school or does not hold a high school equivalency certificate, (2) is a migrant agricultural worker or a migrant fisher, or has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; (3) has moved within the preceding 36 months to obtain, or to accompany or join a parent, spouse, or guardian to obtain, temporary or seasonal employment in agricultural or fishing work; and (4) has moved from one school district to another. (Sections 1309 and 1115(b) (1) (A) and 34CFR 200.40(c) and (e).)
000000010	Adult Education. This adult participant is eligible for state membership.
000000001	Section 504. This student is considered disabled under Section 504 of the Rehabilitation Act of 1973. Information on Section 504 is available at http://www.wrightslaw.com/info/sec504.index.htm .

Common entry errors: Leaving the character field blank when student data is contained in one of the categorical program areas in this manual.

Relationship between Field 29: Program Eligibility/Participation I and Categorical Fields in the SRSD Error Check Program

Field 29: Program Eligibility/Participation I was originally introduced as a convenient means of identifying those students participating in various categorical programs. For each categorical program, Field 29: Program Eligibility/Participation I is complemented by various fields that report detailed categorical information. The dependency between Field 29: Program Eligibility/Participation I and these other more specific fields varies and is elaborated below.

FORWARD DEPENDENCY: This refers to a dependency in which Field 29: Program Eligibility/Participation I "looks forward" to specific categorical fields. For example, if the second position of Field 29 is triggered (i.e., contains a "1"), the Error Check Program (ECP) "looks forward" to Field 36: Primary Disability and ensures that there is a valid value in that field. If there is not, ECP reports a fatal error.

BACKWARD DEPENDENCY: This refers to a dependency in which specific categorical fields "look backward" to Field 29. For example, if Field 54: Eligibility Code contains a valid value, ECP will "look backward" to Field 29 to ensure that position three is triggered. If position three instead contains a "0", ECP reports a fatal error.

FIELD 29 POSITION	PROGRAM	FORWARD DEPENDENCY	BACKWARD DEPENDENCY
1	TITLE I	none	Fields 91 and 92
2	SPEC. ED.	Field 36 (fatal)	Fields 36, 38 and 40
3	EARLY ON [®]	none	Field 54 (warning)
4	(reserved)		
5	ADVANCED and ACCELERATED	Fields 69 and 70 (warning)	Fields 69 and 70
6	LEP	Field 71	Fields 71, 81 and 82
7	MIGRANT	Field 89 (fatal)	Field 31 (fatal) Fields 84 – 88
8	ADULT ED.	none	Fields 98 – 102
9	SECT. 504	none	None

For questions regarding special education, contact the Michigan Department of Education, Office of Special Education and Early Intervention Services, James Nuttall, Ph.D., 517-335-0454 or NuttallJ@michigan.gov.

Field 30: Student Residency (Membership)

Submission cycle:	Fall, spring and end-of-year* *End-of-year. For reporting purposes (e.g., graduation rates, program participation) new enrollees since the spring count date will be assumed to be public school students unless otherwise indicated in this field. New nonpublic students should be reported with the appropriate residency status. Note: For all students reported in previous cycles, the last submitted residency code will be used for end-of-year. There is no need to re-verify their status.
Field use:	School Aid Act, MCL 388.1606(4), 388.1606(6), 388.1606a, 388.1606b, 388.1620(5), 388.1624, 388.1625, 388.1701, 388.1705, 388.1705c, 388.1709, 388.1763a, 388.1766b; 20 USC 2342 (CTE);
State of Michigan office contact:	MDE/State Aid and School Finance/School Aid FTE, JoEllen Wonsey, 517-373-3352 or WonseyJ@michigan.gov .
Field specification:	Two-character
Record position/type:	342-343, integer
Code/format:	This is a two-position field which indicates the student's residency or non-residency status for membership (NN). <i>Non-resident</i> 01 Non-K-12 district 02 Section 105 school of choice (within same ISD) 03 Section 105c school of choice (outside contiguous ISD) 04 Non-public school student 05 No cooperative agreement, no release, not exempted 06 All other non-resident students 07 Home schooled non-resident <i>Resident:</i> 08 Non-public school student 09 Section 24 juvenile detention facility 10 For new PSAs (fall only) 11 School for the Deaf 12 Section 6(4)(d) non-special education juvenile detention 13 Students with emotional impairments who are served by DCH facility 14 All other resident students 15 Home-schooled resident
Dependencies with other fields:	Field 18: General Education FTE; Field 40: Section 52; Field 41: Section 53; Field 3: Operating District; Field 4: Resident District
Programming edits:	Check to ensure that the code is not out of range. Check to ensure that when code "04" or "08" is reported and Field 19: Grade or Setting is coded "00" (Kindergarten) that the FTE in Field 18: FTE in General Education is not greater than 0.00.

Fatal errors occur when this field is blank and FTE is being claimed in Field 18: FTE in General Education, Field 40: FTE in Section 52, or Field 41: FTE in Section 53; Field 30: Student Residency contains an invalid value; the number is out of range, or when FTE is being claimed for non-public kindergarten students. A fatal error occurs if this field contains a single digit either preceded or followed by a blank.

A code of "10" may only be reported when the operating district in Field 3: Operating District Number is a new Public School Academy (first year of operation) and the submission cycle is fall. A fatal error will be generated if code "10" is reported during any submission cycle other than fall.

A code of "12" pertains to general education students being educated by the ISD and cannot be used when claiming FTE in Sections 52 or 53 (Field 40 or 41).

A code of "13" pertains to students with disabilities receiving special education programs/services being educated by the ISD and cannot be used when claiming general education FTE (Field 18) or FTE in Section 53 (Field 41).

Message: Field is either blank, contains an invalid number, or an out-of-range number has been entered.

Non-Resident codes ("01", "02", "03", "04", "05", "06", and "07") may only be reported when Field 3: Operating District does not contain the same value as Field 4: Resident District, and the entity reported in Field 3 is **not** a Public School Academy, otherwise a warning will be issued.

Message: Non-Resident codes may only be reported when entity reported in Field 3 is different than the entity reported in Field 4.

Resident Codes ("08", "09", "10", "11", "12", "13", "14", "15") may only be reported when Field 3: Operating District and Field 4: Resident District contain the same value, otherwise a warning will be issued.

Message: Resident codes may only be reported when the entity reported in Field 3 is the same as the entity reported in Field 4.

Definition: For complete explanations of these codes, see the *Residency Related Information* in the instruction manual for reporting State Aid FTE count (http://www.michigan.gov/documents/Section-4_41427_7.pdf). Or go to <http://www.michigan.gov/mde>. Select "Programs and Offices" then "State Aid and School Finance" from the left sidebar. Under "Publications," select "Pupil Accounting Manual."

LEA codes:

- 01 Non-resident pupil from a non-K-12 district enrolled in the operating LEA
- 02 Non-resident pupil enrolled in the operating LEA under Sec. 105 Schools of Choice
- 03 Non-resident pupil enrolled in the operating LEA under Sec. 105c Schools of Choice
- 04 Non-resident, non-public pupil enrolled in the operating LEA and taking non-essential curriculum or advanced placement course
- 05 Non-resident pupil enrolled in the operating LEA who has not been released by the resident district and is not Sec. 6(6) (g) exempt
- 06 Non-resident pupil in any other category enrolled in the operating LEA.
- 07 Home-schooled non-resident enrolled in non-essential curriculum or advanced placement course
- 08 Resident, non-public pupil attending the operating LEA and taking non-essential curriculum or advanced placement course
- 09 Pupil enrolled in an approved, on-grounds, juvenile detention facility or child-caring institute
- 14 All other students receiving services from the district
- 15 Home-schooled resident enrolled in non-essential curriculum or advanced placement course

PSA codes:

- 08 Resident, non-public pupil attending the operating LEA and taking non-essential curriculum or advanced placement course
- 09 Pupil enrolled in an approved on-grounds juvenile detention facility or child-caring institute
- 10 Pupil counted by a **new** Public School Academy authorized by a local school district, also counted by the authorizing district during the immediately prior supplemental (February) FTE count (new PSA, fall count only)
- 14 All other students of the PSA
- 15 Home-schooled resident enrolled in non-essential curriculum or advanced placement course

ISD codes:

- 06 Non-resident pupil in any other category enrolled in the operating ISD
- 09 Pupil enrolled in an approved on-grounds juvenile detention facility or child-caring institute
- 11 School for the Deaf: MSB-Low Incidence Outreach
- 12 Section 6(4) (d) non-special education juvenile detention
- 13 Emotionally impaired served by DCH facility
- 14 All other students receiving services from the ISD

Field 31: Supplemental Nutrition Eligibility

Submission cycle:	Fall, spring, and end-of-year						
Field use:	Richard B. Russell National School Lunch Act, 42 USC. 175; Child Nutrition Act of 1966, 42 USC 1771; NCLB, Sec 20 Telecommunications Act of 1996, Sec. 254 (E-rate); NCLB, 20 USC 6311; PL 107-110 Sec. 1111 (computation of economically disadvantaged subgroups for Adequate Yearly Progress [AYP]); Carl D Perkins Career and Technical Education Act of 2006. Section 113 (computation of economically disadvantaged special population)						
State of Michigan office contact:	<ul style="list-style-type: none">• For questions regarding Supplemental Nutrition Eligibility, contact MDE Office of Grants Coordination and School Support, Dawn Harris, (517) 373-4335 or HarrisDM@michigan.gov.• For questions regarding E-rate, contact Jeannene Hurley, Michigan State E-rate Coordinator at MDE (517) 241-0898 or HurleyJ@michigan.gov.• For questions regarding Adequate Yearly Progress (AYP), contact Paul Bielawski at MDE's Office of Educational Assessment and Accountability, (517) 335-5784 or BielawP@michigan.gov.• For questions regarding Perkins Core Performance Indicators, contact Jill Kroll, Office of Career and Technical Education, Michigan Department of Education, (517) 241-4354 or KrollJ1@michigan.gov.• For questions regarding the reporting of Early Childhood information, please contact Gary Schafer, Office of Early Childhood Education and Family Services, (517) 373-8483 or SchaferG@michigan.gov.• For questions regarding the use of free-meal eligibility information by the Office of School Improvement, please contact Judy Thelen at (517) 335-1266 or ThelenJ8@michigan.gov.						
Field specification:	One-character						
Record position/type:	344, integer						
Code/format:	This is a one-position field (N) <table><tr><td>1</td><td>Student is eligible for free-meal/milk program for current school year.</td></tr><tr><td>2</td><td>Student is eligible for reduced-price meal program for current school year.</td></tr><tr><td>3</td><td>Student is not eligible for either free meal/milk program or reduced-price meal program for current school year.</td></tr></table>	1	Student is eligible for free-meal/milk program for current school year.	2	Student is eligible for reduced-price meal program for current school year.	3	Student is not eligible for either free meal/milk program or reduced-price meal program for current school year.
1	Student is eligible for free-meal/milk program for current school year.						
2	Student is eligible for reduced-price meal program for current school year.						
3	Student is not eligible for either free meal/milk program or reduced-price meal program for current school year.						
Dependencies with other fields:	Field 29: Program Eligibility/Participation I, Field 34: Homeless						

Programming edits: Error check to ensure a valid code is not out of range.

Fatal errors occur when this field contains an invalid number.

Message: An out-of-range number has been entered.

A fatal error occurs if this field is blank.

A fatal error occurs if this field does not contain a "1" and position 7 of Field 29: Program Eligibility/Participation I contains a "1" (migrant student) or Field 34: Homeless contains a valid code.

Message: This student appears to be eligible for supplemental nutrition under federal guidelines. This field should be reported with code "1".

Definition: The count is taken at the district in which the student is enrolled, not necessarily the school where the meal is received. The student need not actually receive a meal on the day this count is taken.

See the following Web site for disclosure information:

<http://www.fns.usda.gov/cnd/Governance/regulations/03-12-2007.pdf> .

Usage: Supplemental Nutrition Eligibility is used by multiple state of Michigan offices as an indicator of poverty. Multiple state and federal reports are generated using these data; therefore it is critical that the field is completed correctly.

Adequate Yearly Progress:

For Adequate Yearly Progress, this field currently provides the basis for subgroup identification of economically disadvantaged students. Additional information regarding Adequate Yearly Progress may be found at:

http://www.michigan.gov/mde/0,1607,7-140-22709_22875-85660--,00.html .

E-Rate:

As of fall 2006, this field is used to derive eligibility for a district's E-rate discount. Michigan does not recognize pre-K or adult education students as eligible for E-rate discounts. The use of individual student data from the SRSD will allow these records to be filtered out, resulting in improved accuracy in reporting the eligibility of students in Michigan. Further information regarding the E-rate can be obtained at:

http://www.sl.universalservice.org/data/pdf/ERate_Discounts.pdf

and

www.usac.org/sl

Perkins Core Performance Indicators:

The Office of Career and Technical Education uses this field for identification of the economically disadvantaged special population group for the Perkins Core Performance Indicators. For more information on the Office of Career and Technical Education and the Perkins Core Performance Indicators please visit:

http://www.michigan.gov/mde/0,1607,7-140-6530_2629---,00.html .

Michigan School Readiness Program:

The Michigan Department of Education, Office of Early Childhood Education and Family Services uses the data from Field 31 to determine the number of students who are eligible for free lunches in grades one through five per Sections 32d and 38 of the State School Aid Act for purposes of determining funding levels for the Michigan School Readiness Program. For more information on the Office of Early Childhood and Family Services, and the Michigan School Readiness Program please visit:

<http://www.michigan.gov/msrp> .

Office of School Improvement

Free meal eligibility information may be used to calculate state and federal grant awards by the Michigan Department of Education, Office of School Improvement.

Eligibility:

A student is eligible for free meal/milk or reduced-price meals when he or she meets one of the following criteria:

- attends a school that participates in the national school lunch, school breakfast, and/or special milk program, has applied using a school lunch application, and is approved as eligible for free or reduced-price meals or free milk based on income or categorical requirements;
- attends a school that does not participate in the national school lunch, school breakfast, and/or special milk program, has applied using an application other than the school lunch application, and is approved as eligible for free or reduced-price meals or free milk based on income or categorical requirements;
- has been identified through Direct Certification; or
- is eligible under federal guidelines.

Note: Participation is not a requirement for eligibility. Neither the attended school nor the student need participate in the national school lunch, school breakfast, and/or special milk programs for the student to be found eligible. Non-participating schools (PSAs) must use an eligibility application form that clearly states that no free or reduced lunch, breakfast, or special milk program will be provided.

Codes:

- 1 As of the current count date, the student has an approved free meal/milk application on file for the current school year.
- 2 As of the current count date, the student has an approved reduced-price meal application on file for the current school year.
- 3 As of the current count date, the student is not eligible for either free meal/milk program or reduced-price meal program for the current school year.

Field 32: Multiple Birth Order

Submission cycle:	Fall, spring and end-of-year																
Field use:	Used in duplicate resolution in cases where all core fields are identical																
State of Michigan office contact:	CEPI customer support, 517-335-0505 or CEPI@michigan.gov																
Field specification:	Two-character																
Record position/type:	345-346, integer																
Code/format:	<p>This is a two-position field (NN) with a default code of 01.</p> <table><tr><td>01</td><td>Birth order = 1 (Default) or the First in a multiple birth</td></tr><tr><td>02</td><td>Birth order = 2 or the Second in a multiple birth</td></tr><tr><td>03</td><td>Birth order = 3 or the Third in a multiple birth</td></tr><tr><td>04</td><td>Birth order = 4 or the Fourth in a multiple birth</td></tr><tr><td>05</td><td>Birth order = 5 or the Fifth in a multiple birth</td></tr><tr><td>06</td><td>Birth order = 6 or the Sixth in a multiple birth</td></tr><tr><td>07</td><td>Birth order = 7 or the Seventh in a multiple birth</td></tr><tr><td>08</td><td>Birth order = 8 or the Eighth in a multiple birth</td></tr></table>	01	Birth order = 1 (Default) or the First in a multiple birth	02	Birth order = 2 or the Second in a multiple birth	03	Birth order = 3 or the Third in a multiple birth	04	Birth order = 4 or the Fourth in a multiple birth	05	Birth order = 5 or the Fifth in a multiple birth	06	Birth order = 6 or the Sixth in a multiple birth	07	Birth order = 7 or the Seventh in a multiple birth	08	Birth order = 8 or the Eighth in a multiple birth
01	Birth order = 1 (Default) or the First in a multiple birth																
02	Birth order = 2 or the Second in a multiple birth																
03	Birth order = 3 or the Third in a multiple birth																
04	Birth order = 4 or the Fourth in a multiple birth																
05	Birth order = 5 or the Fifth in a multiple birth																
06	Birth order = 6 or the Sixth in a multiple birth																
07	Birth order = 7 or the Seventh in a multiple birth																
08	Birth order = 8 or the Eighth in a multiple birth																
Dependencies with other fields:	None																

Programming edits: Error check to ensure a valid code is not out of range. If the student is one of a multiple birth, be sure each student from this multiple birth has a different (unique) multiple-birth order number.

A fatal error will occur when this field is blank or contains an invalid number.

Warning (none)

Definition: This field is used to indicate that the student is part of a multiple birth **where siblings share all unique identifying characteristics including first and last name**. This field is not intended to identify every case of twins, triplets, etc., in the state. It is only intended to provide some distinguishing data element for cases where the cultural practice is to provide twins (triplets, etc.) of the same gender with the same first name. Each student from such a multiple birth is to have a uniquely different number. We recommend using the birth order of the students. This field will be used by the state to "break ties" if two or more students are identified as being duplicates (i.e., they share **all** unique identifying information), yet it is known by the district that these students are not duplicates but instead part of a multiple birth.

Field 33: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	In the future, this line will explain the specific reporting use.
State of Michigan office contact:	N/A
Field specification:	Two-character
Record position/type:	347-348
Code/format:	Pad with blanks
Dependencies with other fields:	In the future, this line will explain the dependencies between this field and others.

Programming edits:

Definition: This field is reserved for future use.

No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Structure for Homeless Students

Field 34: Homeless

Submission cycle:	Fall, spring and end-of-year
Field use:	School Aid Act, MCL 388.1763a; McKinney-Vento Homeless Assistance Act, 42 USC 11431; NCLB, 20 USC 7824, 20 USC 6311, 20 USC 6315, 20 USC 7112, 20 USC 7251, 20 USC 7824;
State of Michigan office contact:	Michigan Department of Education, Office of School Improvement: Curriculum and Instruction, Linda Forward, 517-373-8480 or ForwardL@michigan.gov
Field specification:	One-character
Record position/type:	349, integer
Code/format:	The type of temporary residence/shelter the student is in (N). 1 Homeless shelter 2 Youth shelter 3 Victim shelter 4 Doubled-up 5 Motel/hotel 6 Other location 7 Temporary arrangement 8 Unknown 9 Regained permanent housing
Dependencies with other fields:	Field 13: Street Address; Field 14: Name of City or Town; Field 15: Zip Code; Field 31: Supplemental Nutrition

Programming edits: Error check to ensure a valid code is in this field and not out of range. Error check that if Field 13: Street Address, Field 14: Name of City or Town, or Field 15: Zip Code is blank, then this field must contain a valid code. Error Check that if this field contains a valid code, Field 31: Supplemental Nutrition contains code "1". (Note: a fatal error will occur in Field 31 if this field contains a valid code and Field 31 does not contain code "1".)

No fatal errors.

Warning: A warning is issued when the field contains an invalid value.

Warning message: An invalid number was encountered. Please verify the value is between one and nine inclusive.

Definition: For a student enrolled in your district who lacks a fixed, regular, and adequate residence, identify his/her most frequent primary nighttime residence.

- 1 Homeless shelter
- 2 Youth shelter
- 3 Victim shelter
- 4 Doubled-up
- 5 Motel/hotel
- 6 Other location
- 7 Temporary arrangement
- 8 Unknown
- 9 Regained permanent housing

A student who becomes homeless for any period of time within the school year is eligible for all homeless services for the entire school year. The data reported in this field should indicate the homeless student's most frequent primary nighttime residence during the period of time covered by the collection.

When a student regains permanent housing, report code "9" (Regained permanent housing) beginning with the first collection when the student did not experience any period of time without a permanent residence. For example: A student becomes homeless in August, and his/her family moves in with relatives. In January the student and his/her family move to their own apartment. The student should be reported with code "3" (Doubled-up) for the fall and spring collections, as the student experienced periods of homelessness in both time frames. For the end-of-year collection, the student will be reported with code "9" (Regained permanent housing), as the family did not experience any period of homelessness during this time frame.

Please note that according to legislation the homeless student who becomes "housed" during the school year remains eligible for all services until the end of the school year. This includes free lunch eligibility.

Field 35: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	In the future, this line will explain the specific reporting use.
State of Michigan office contact:	N/A
Field specification:	Three-character
Record position/type:	350-352
Code/format:	Pad with blanks
Dependencies with other fields:	In the future, this line will explain the dependencies between this field and others.

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Structure for Students with disabilities receiving special education programs/services

Field 36: Primary Disability

Submission cycle:	Fall, spring and end-of-year
Field use:	Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1418) ; Perkins IV (P.L. 109-270)
State of Michigan office contact:	Michigan Department of Education, Office of Special Education and Early Intervention Services, James Nuttall, Ph.D., 517-335-0454 or NuttallJ@michigan.gov
Field specification:	Two-character, leading zero
Record position/type:	353-354, integer
Code/format:	Category of student as identified on IEP

05	Cognitive Impairment	R340.1705
06	Emotional Impairment	R340.1706
07	Hearing Impairment	R340.1707
08	Visual Impairment	R340.1708
09	Physical Impairment	R340.1709
10	Speech and Language Impairment	R340.1710
11	Early Childhood Developmental Delay	R340.1711
13	Specific Learning Disability	R340.1713
14	Severe Multiple Impairment	R340.1714
15	Autism Spectrum Disorder	R340.1715
16	Traumatic Brain Injury	R340.1716
17	Deaf-Blindness	R340.1717
20	Other Health Impairment	R340.1720

Codes "02, 03, 04, and 19" now constitute fatal errors. Codes "02, 03, and 04" have been replaced by category "05" (Cognitive Impairment). Category "09", formerly Physically and Otherwise Health Impaired, has been broken into either Physical Impairment (code "09") or Other Health Impairment (code "20").

Dependencies with other fields:	Field 29: Program Participation; Field 9: Date of Birth; Field 42: Program Service Code; Field 43: Support Service.
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Programming edits: Code "11" (Early Childhood Developmental Delay) is used in error if the student's age as of the count date for the current submission (June 30 for end-of-year) is equal to or greater than 8 years of age. Participation in an Early Childhood Special Education Program (Field 42, code "270") does not necessarily mean a student has an Early Childhood Developmental Delay label. It is also recommended that districts examine all students from the age of 0 through 2 years of age against code "06" (Emotionally Impaired) and code "13" (Learning Disabled). Such primary disability codes for ages 0 through 2 are highly suspect. If this field contains a value, then either Field 42: Program Service Code or Field 43: Support Services must contain a value.

Fatal errors occur when the field is blank and a number "1" is in the second position of Field 29: Program Eligibility/Participation I, the value is invalid, or the value is out of range.

A fatal error occurs if this field contains a single digit either preceded or followed by a blank.

Message: Either Field 29: Program Eligibility/Participation I does not indicate that the student is a special education participant, or Field 36: Primary Disability contains an invalid or out-of-range code, or this student is too old to use code "11" (Early Childhood Developmental Delay).

A fatal error occurs if this field contains code "11" and the student is 8 years of age or older as of the count date and Field 45: Special Education Exit/Completion Reason does not contain a valid code.

Warning: A warning is issued when the student's age is too low for EI or LD students.

Warning message: Student's age is too low to use this code.

Definition: Primary disability areas are defined in the Michigan Administrative Rules for Special Education. A copy of the rules is available through the following Web site:

http://www.state.mi.us/orr/emi/admincode.asp?AdminCode=SingleandAdmin_Num=34001701andDpt=EDandRngHigh

In order for a student to be counted for special education, he or she must have a disability code. Do not confuse primary disability with classroom placement.

Field 37: Additional Disability Characteristics

Submission cycle:	Fall, spring and end-of-year
Field use:	Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1418) ; Perkins IV (P.L. 109-270)
State of Michigan office contact:	Michigan Department of Education, Office of Special Education and Early Intervention Services, James Nuttall, Ph.D., 517-335-0454 or NuttallJ@michigan.gov
Field specification:	Two-character
Record position/type:	355-356, integer
Code/format:	Disability category of student as identified on the eye or audiological report 22 Legally Blind 24 Deaf
Dependencies with other fields:	Field 29: Program Participation; Field 36: Primary Disability; Field 44: Primary Educational Setting

Programming edits: If used, the code must be within range.

A warning occurs if Field 37 is reported and Field 36: Primary Disability is blank.

Fatal errors occur when the code is out of range or invalid.

Message: An invalid or out-of-range number has been entered. Note: Field 36: Primary Disability must contain a valid value before data will be accepted in this field.

Definition: These are used to describe additional characteristics relating to the student's primary disability.

- 22 Legally blind: Legal blindness means visual acuity of 20/200 or less in the better eye with best correction, a limitation of the field of vision not greater than 20 degrees, or a visual acuity of 20/100 in the better eye with a deteriorating condition.
- 24 Deafness: Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects a child's educational performance.

Field 38: Date of IEP/Placement/Date of Implementation

Submission cycle:	Fall, spring and end-of-year
Field use:	Individuals with Disabilities Education Act, 20 USC (PL 108-446 Sec. 1418)
State of Michigan office contact:	Michigan Department of Education, Office of Special Education and Early Intervention Services, James Nuttall, Ph.D., 517-335-0454 or NuttallJ@michigan.gov
Field specification:	10-character
Record position/type:	357-366, integer with slashes
Code/format:	Month, day, and year (MM/DD/CCYY)

All dates must appear in the following manner: DD must be a number between 01 and 31, and CCYY represents the year. For example, May 8, 1987 = 05/08/1987. Each MM must be one of the following:

01 January	07 July
02 February	08 August
03 March	09 September
04 April	10 October
05 May	11 November
06 June	12 December

Dependencies with other fields: Field 9: Date of Birth; Field 29: Program Participation; Field 36: Primary Disability

Programming edits: Ensure that a date is entered when a code exists in Field 36: Primary Disability. When the IEP date is not a valid date, is out of range, or is blank, a fatal error is reported.

Fatal errors occur when the field contains a valid date and Field 36: Primary Disability is blank, contains an invalid date or an out-of-range value, or this field is blank and Field 36: Primary Disability contains a valid value. The date in Field 38 cannot be earlier than the student's date of birth (Field 9: Date of Birth).

Message: An invalid value or out-of-range number has been entered.

Warning: A warning is issued when the Date of IEP is after that in Field 24: Date Exited.

Warning message: An IEP is usually conducted before a student exits the district.

Definition: The date of the student's most recent Individualized Education Program (IEP) or, if a student who currently receives special education programs or services enrolls in a new school, the date the parent consents to placement or implementation of the previous IEP in the new school. Districts may count students who are temporarily placed under rule R 340.1722e (previous enrollment in special education).

If a student who currently receives special education programs or services enrolls in a new school district, and, with the parent's consent, the new district immediately implements the student's current individualized education program [R 340.1722e(1)(a)], enter the date of the existing IEP from the prior district.

If a student who currently receives special education programs or services enrolls in a new school district, and, with the parent's consent, the new district immediately places the student in an appropriate program or service and convenes an individualized education program team meeting within 30 school days to develop an individualized education program [R 340.1722e (1) (b)], enter the date the parent consents to place the student into the program or service in the attending district.

If a student who currently receives special education programs or services enrolls in a new school district and the parent does not provide consent for placement, the school district implements the student's current individualized education program to the extent possible. Enter the date of the existing IEP from the prior district.

If a student who currently receives special education programs or services enrolls in a new school district and the parent does not provide consent for placement, the school district implements the student's current individualized education program to the extent possible. , Enter the date of the existing IEP from the prior district

When an IEP team meeting convenes to develop a new individualized education program [R 340.1722e (2)], as soon as possible but no later than 30 school-days, the new IEP team meeting date will be coded in Field 38.

Special Education rules may be accessed at the following Web site:

http://www.state.mi.us/orr/emi/admincode.asp?AdminCode=SingleandAdmin_Num=34001701andDpt=EDandRngHigh

An IEP is required by Michigan Special Education rule R 340.1721e to determine a student's eligibility for special education. An IEP is also required for counting students under the Individuals with Disabilities Education Act (IDEA).

Common entry errors: Check that the field is filled with the IEP date, the date of placement, or the date of implementation of a previous IEP, not the date of entry.

Introduction to Fields 39a–39c

- Field 39a: Parental Consent to Evaluate and Special Education Timeline to Complete Initial IEP
- Field 39b: Result of Initial IEP
- Field 39c: School Days Beyond Evaluation and Completion of Initial IEP Timeline

Data should be reported in these fields in the submission cycle in which the data for all three fields are known.

- Example 1: A student is referred for evaluation on September 3. The individualized education program (IEP) is not held until September 28 (after the fall count date but within the 30 school-day timeframe or agreed-upon written extension), and the student is found eligible. The fall record for this student will have no data in Fields 39a–39c. The spring submission will include in Field 39a code "01", Field 39b code "1", and Field 39c will be blank.
- Example 2: A student is referred for evaluation on September 3. The IEP is not held until February 28 (after the spring count date) because of a wait for documentation, and the student is found eligible. The records for both the fall and spring submissions for this student will have no data in Fields 39a–39c. The end-of-year submission will include in Field 39a, code "06"; Field 39b, code "1"; and Field 39c will contain "093" (the number of school days beyond the IEP 30-day timeline, or agreed-upon written extension).
- Example 3: A student is referred for evaluation on June 1. The last day of school for your district is June 4. The student is evaluated and the IEP is held on September 5, the second day of the new school year, and within the 30-school-day timeline, or agreed-upon written extension. The student is found eligible, but the parents refuse services. The end-of-year submission for this student will have no data in Fields 39a–39c. The fall submission for this student will include code "01" in Field 39a, code "1" in Field 39b, and Field 39c will be blank.

In all cases, the data are only submitted in one collection period. The data do not roll over from collection to collection or from year to year.

For more information, please refer to the individual field descriptions. For further assistance, please contact Dr. James Nuttall, Michigan Department of Education, Office of Special Education and Early Intervention Services at 517-335-0454 or NuttallJ@michigan.gov.

Business Rules for Fields 39a–39c

Field	Format	Valid Values	Dependencies	Errors/Warnings
39a	Two-Character, leading zero	01, 02, 03, 05, 06, 07, 08, 09 May be blank	None (both 39b and 39c look back to 39a)	- If populated, must contain a valid code; fatal error otherwise
39b	One-Character	1, 2, 4 May be blank	39a	- If populated, must contain a valid code; fatal error otherwise - If 39a is blank, this field must be blank; fatal error otherwise - If 39a is populated, this field must contain a valid code
39c	Three-Character	000-365 Must have leading zeros May be blank	39a	- If populated, must contain a valid code; fatal error otherwise - If 39a contains "01" this field must be blank or contain "000"; fatal error otherwise - If this field is populated, 39a must also be populated; fatal error otherwise.

Field 39a: Parental Consent to Evaluate and Special Education Timeline to Complete Initial IEP

Submission cycle:	Fall, spring and end-of-year																		
Field use:	Michigan's Administrative Rules for Special Education, R 340.1722a and R 340.1721c; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446). Sec. 1414																		
State of Michigan office contact:	Michigan Department of Education, Office of Special Education and Early Intervention Services, James Nuttall, Ph.D., 517-335-0454 or NuttallJ@michigan.gov																		
Field specification:	Two-character with leading zero																		
Record position/type:	367-368																		
Code/format:	<table><tr><td>01</td><td>Student evaluated and initial IEP held within 30-school-day timeline or agreed-upon written extension. (R 340.1721c)</td></tr><tr><td colspan="2">The codes listed below pertain to situations where a student's evaluation and/or initial IEP either did not occur within the 30 school-day timeline or agreed-upon written extension or was not completed:</td></tr><tr><td>02</td><td>Child not available to evaluate</td></tr><tr><td>03</td><td>Child/family moved during the 30 school-day timeline or agreed-upon written extension</td></tr><tr><td>05</td><td>Evaluation personnel or district staff unavailable to complete evaluation and initial IEP within the 30 school day timeline or agreed-upon written extension</td></tr><tr><td>06</td><td>Required external reports from non-district staff not received within the 30 school-day timeline or agreed-upon written extension</td></tr><tr><td>07</td><td>Student died; evaluation and/or initial IEP not completed</td></tr><tr><td>08</td><td>Parent withdrew permission for evaluation</td></tr><tr><td>09</td><td>District did not complete evaluation and/or initial IEP within the 30 school-day timeline or agreed-upon written extension for reasons other than listed</td></tr></table>	01	Student evaluated and initial IEP held within 30-school-day timeline or agreed-upon written extension. (R 340.1721c)	The codes listed below pertain to situations where a student's evaluation and/or initial IEP either did not occur within the 30 school-day timeline or agreed-upon written extension or was not completed:		02	Child not available to evaluate	03	Child/family moved during the 30 school-day timeline or agreed-upon written extension	05	Evaluation personnel or district staff unavailable to complete evaluation and initial IEP within the 30 school day timeline or agreed-upon written extension	06	Required external reports from non-district staff not received within the 30 school-day timeline or agreed-upon written extension	07	Student died; evaluation and/or initial IEP not completed	08	Parent withdrew permission for evaluation	09	District did not complete evaluation and/or initial IEP within the 30 school-day timeline or agreed-upon written extension for reasons other than listed
01	Student evaluated and initial IEP held within 30-school-day timeline or agreed-upon written extension. (R 340.1721c)																		
The codes listed below pertain to situations where a student's evaluation and/or initial IEP either did not occur within the 30 school-day timeline or agreed-upon written extension or was not completed:																			
02	Child not available to evaluate																		
03	Child/family moved during the 30 school-day timeline or agreed-upon written extension																		
05	Evaluation personnel or district staff unavailable to complete evaluation and initial IEP within the 30 school day timeline or agreed-upon written extension																		
06	Required external reports from non-district staff not received within the 30 school-day timeline or agreed-upon written extension																		
07	Student died; evaluation and/or initial IEP not completed																		
08	Parent withdrew permission for evaluation																		
09	District did not complete evaluation and/or initial IEP within the 30 school-day timeline or agreed-upon written extension for reasons other than listed																		

Dependencies with other fields:

The information in Fields 39a/b/c applies only to the current count period. For example, if a student was referred for evaluation on September 15 and his/her initial IEP extended beyond the fall count date, the student information for these fields should be reported in the spring count. Also, if the student's IEP occurred after the spring count, the result of the student's initial IEP would be reported in the EOY count.

Fields 39a/b/c are reported in the applicable count period; the information should not be carried over to the next count period.

If the student was referred at the end of the 2007-2008 school year (late May or June) and the referral extends over the summer into the 2008-2009 school year, complete Fields 39a/b/c in the 2008-2009 school year during the applicable count period.

Programming edits: If populated, this field must contain a valid code. A fatal error occurs otherwise.

Message: Field 39a contains an invalid code.

Definition: Parental consent to evaluate is defined in Michigan's Administrative Rules for Special Education, R340.1722a and R 340.1721c. After obtaining parental consent to evaluate, the school district has 30 school-days to determine the student's eligibility for special education programs and services. If the student is found eligible, complete all other special education fields. This field does *not* apply to students with disabilities receiving special education programs/services receiving re-evaluations. This field does apply each time a student not currently receiving special education programs/services is referred for an evaluation for eligibility for special education programs and services. The 30 school-day timeline or agreed-upon written extension referenced in this field applies to students who are three years of age and older.

If, on an initial IEP, the student is found *not eligible* for special education services, or the parents refuse the offered services, leave other special education fields blank. If, on an initial IEP, the student is found eligible and services are accepted, provide the required special education fields.

Definitions of Codes:

- 01 **Student evaluated and initial IEP meeting held within 30 school-day timeline or agreed-upon written extension.** After the receipt of parental consent, the district completed the evaluation and initial IEP meeting within the 30 school-day timeline or agreed-upon written extension.
- 02 **Child not available to evaluate.** The district made an attempt to evaluate the child, but his/her parent(s) or guardian(s) did not make the child available for evaluation, or the child was absent, during the timeline.
- 03 **Child/family moved during the 30-school-day timeline or agreed-upon written extension .** The child moved from the district and was unavailable for the completion of the evaluation and initial IEP.
- 05 **Evaluation personnel or district staff unavailable to complete evaluation and IEP within the 30 school-day timeline or agreed-upon written extension.** Evaluation personnel or district staff was not available to complete the evaluation and initial IEP within the 30 school-day timeline or agreed-upon written extension.
- 06 **Required external reports from non-district staff not received within the 30 school-day timeline or agreed-upon written extension.** Doctors, hospitals, etc. did not respond with legally required reports needed for certification of impairment
- 07 **Student Died.** Because of the death of student, evaluation and/or initial IEP were not completed.

- 08 **Parent withdrew permission for evaluation.** During the timeline the parent withdrew consent to evaluate. The evaluation process and IEP were terminated.
- 09 **District did not complete evaluation and/or initial IEP within the 30 school-day timeline or agreed-upon written extension for a reason other than listed.**

Parental consent to evaluate is defined as follows:

R 340.1721c Scheduling individualized education program team meeting; requesting parent participation. Rule 21c. (1) The school district of residence is responsible for conducting the initial individualized education program team meeting involving a student in its district and shall conduct, or authorize the operating district to conduct, each subsequent individualized education program team meeting at a mutually agreed-upon time and place. (2) The time from referral or from receipt of parental consent to an initial evaluation to the completion of the individualized education program or the determination of ineligibility shall not be more than 30 school days. This timeline begins upon receipt of the signed parental consent by the public agency requesting it and may be extended if agreed to by the parent and public agency.

If you have questions concerning this information, please contact Michigan Department of Education, Office of Special Education and Early Intervention Services, Dr. James Nuttall at (517) 335-0454 or nuttallj@michigan.gov.

Field 39b: Result of Initial IEP

Submission cycle:	Fall, spring and end-of-year						
Field use:	Revised Rules for Special Education, R340.1722a and R340.1721c; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446). Sec. 614						
State of Michigan office contact:	Michigan Department of Education, Office of Special Education and Early Intervention Services, James Nuttall, Ph.D., 517-335-0454 or NuttallJ@michigan.gov						
Field specification:	One-character						
Record position/type:	369						
Code/format:	<table> <tr> <td>1</td><td>Student was found eligible</td></tr> <tr> <td>2</td><td>Student was found not eligible</td></tr> <tr> <td>4</td><td>Initial IEP meeting was not held because of the reason reported in Field 39a: Parental Consent to Evaluate and Special Education Timeline to Complete Initial IEP</td></tr> </table>	1	Student was found eligible	2	Student was found not eligible	4	Initial IEP meeting was not held because of the reason reported in Field 39a: Parental Consent to Evaluate and Special Education Timeline to Complete Initial IEP
1	Student was found eligible						
2	Student was found not eligible						
4	Initial IEP meeting was not held because of the reason reported in Field 39a: Parental Consent to Evaluate and Special Education Timeline to Complete Initial IEP						
Dependencies with other fields:	Field 39a: Parental Consent to Evaluate and Special Education Timeline to Complete Initial IEP,						

Programming edits: When populated, this field must contain a valid code, otherwise a fatal error will occur.

Message: Field 39b contains an invalid code.

Fatal errors will also occur if this field contains an invalid code, or a valid code and Field 39a: Parental Consent to Evaluate and Special Education Timeline to Complete Initial IEP is blank.

Message: Field 39b must be blank if not reporting Field 39a.

If Field 39a: Parental Consent to Evaluate is reported, Field 39b must be completed with a valid code. A fatal error occurs otherwise.

Message: Field 39b requires a value when reporting codes in Field 39a

Definition: On the initial individualized education program (IEP), students must be found either eligible or ineligible for special education programs and services. Special education rules state the following:

R 340.1721c(2) The time from referral or from receipt of parental consent to an initial evaluation to the completion of the individualized education program or the determination of ineligibility shall not be more than 30 school days. This timeline begins upon receipt of the signed parental consent by the public agency requesting it and may be extended if agreed to by the parent and public agency.

If the student is found eligible on the initial IEP, enter code "1". If the student is found ineligible on the initial IEP, enter code "2". If, on an initial IEP, the student is found eligible and is participating in special

education programs/services, provide all other required special education fields. If the student was evaluated and found eligible, but the parent refuses service, Field 39b should be coded with a "01".

Field 39c: School Days Beyond Evaluation and Completion of Initial IEP Timeline

Submission cycle:	Fall, spring and end-of-year
Field use:	Michigan's Administrative Rules for Special Education, R 340.1722a and R 340.1721c; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446). Sec. 1414
State of Michigan office contact:	Michigan Department of Education, Office of Special Education and Early Intervention Services, James Nuttall, Ph.D., 517-335-0454 or NuttallJ@michigan.gov
Field specification:	Three characters
Record position/type:	370-372, integer, right-justified
Code/format:	"000" to "365" (NNN), may be blank when not required
Dependencies with other fields:	Field 39a: Parental Consent to Evaluate and Special Education Timeline to Complete Initial IEP,

Definition: Enter the number of school days that the evaluation and completion of the initial IEP went beyond the 30 school-day timeline or agreed-upon written extension.

R 340.1721c(2) The time from referral or from receipt of parental consent to an initial evaluation to the completion of the individualized education program or the determination of ineligibility shall not be more than 30 school days. This timeline begins upon receipt of the signed parental consent by the public agency requesting it and may be extended if agreed to by the parent and public agency.

Indicate the number of school days the initial evaluation and completion of the initial IEP went beyond the mandated 30 school-day timeline or beyond the agreed-upon written extension signed by the parents and the public agency.

Programming edits:

If this field is populated, Field 39a: Parental Consent to Evaluate and Special Education Timeline to Complete Initial IEP must also be populated. A fatal error will occur otherwise.

Message: Field 39a cannot be blank when reporting data in Field 39c

If Field 39a: Parental Consent to Evaluate and Special Education Timeline to Complete Initial IEP contains "01", this field must contain "000" or be blank. A fatal error will occur otherwise.

Message: Field 39c must be blank or 000 when Field 39a=01

Field 39d: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	In the future, this line will explain the specific reporting use.
State of Michigan office contact:	N/A
Field specification:	Four-character
Record position/type:	373-376
Code/format:	Pad with blanks
Dependencies with other fields:	In the future, this line will explain the dependencies between this field and others.

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 40: FTE in Section 52 (Membership)

Submission cycle:	Fall and spring
Field use:	School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388.1625, 388.1651a, 388.1652, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a
State of Michigan office contact:	MDE/Special Education, Dianne Easterling, 517-241-4517 or EasterlingD@michigan.gov
Field specification:	Four-character, with decimal point
Record position/type:	377-380, decimal
Code/format:	"0.00" to "1.00" (N.NN) with a default code of "0.00"
Dependencies with other fields:	Field 9: Date of Birth; Field 18: General Education FTE; Field 21: Attendance; Field 29: Program Participation; Field 36: Primary Disability; Field 41: Section 53 FTE; Field 42: Program Service Code

Programming edits: Blanks are accepted only if the student is not in special education (Field 29: Program Eligibility/Participation I, second position). If the student is in special education and FTE is less than "0.00", or greater than "1.00", a *fatal error* is reported. The value in this field, when added to the FTE in Field 18: FTE in General Education, cannot exceed "1.00". Check if the student is in a valid program in Field 42: Program Service Code. If he or she does not have a valid program code (Field 42), no membership can be claimed. If FTE is used in this field, it cannot be used in Field 41: FTE in Section 53. Special education must be indicated in the second position of Field 29: Program Participation I when the value in this field exceeds 0.00.

If the value in Field 40 is greater than 0.00, the student's age (Field 9: Date of Birth) must be less than 26 as of September 1 of the current school year.

The value in Field 40 cannot exceed 0.00 when the student is in adult education (Field 29, eighth position).

FTE cannot be claimed in this field if the date in Field 24: Exit Date or Field 46: Special Education Date Exited or Completed is prior to that in Field 123: Date of Count.

FTE cannot be claimed if the entity in Field 5: School or Facility was closed on or before the date in Field 123: Date of Count.

FTE cannot be claimed when the date in Field 20: Enrollment Date is later than that in Field 123: Date of Count.

Fatal errors occur when the field contains a valid value and Field 36: Primary Disability is blank, the value is greater than "1.00" or less than "0.00"; or both Fields 40 and 41 contain valid values greater than zero.

Message: Check for the following: (1) Field 40: FTE in Section 52 (Membership) contains valid data, but Field 36: Primary Disability is blank. (2) FTE in Field 40: FTE in Section 52 (Membership) cannot be greater than "1.00" or less than "0.00". (3) Field 42: Program Service Code (Including Membership) is blank. (4) A value greater than zero has also been reported in Field 41: FTE in Section 53 (Membership).

If this student has zero attendance and yet is being claimed for FTE under the 10/30 day rule, then Field 125: Program Eligibility/Participation II must contain a "1" in the sixth position. A fatal error occurs otherwise. That is, if the first three positions of Field 21: Attendance contain "000", then Field 125: Program Eligibility/Participation II must contain a "1" in the sixth position in order for the FTE in this field to be greater than 0.00.

The text below pertains to situations where the student is receiving services under Section 24 (juvenile detention facility) and no individualized education program (IEP) or a Multidisciplinary Evaluation Team (MET) exists for this student.

If code "09" (Section 24 juvenile detention facility) is reported in Field 30: Student Residency (Membership), and the value in Field 40 is greater than 0.00, then Field 42: Program Service Code must be reported. When fields 30, 40 and 42 are reported as defined in the previous sentence, and no other special education fields are reported, Field 29: Program Participation/Eligibility I, second position, must contain "0" indicating the student does not have an IEP. If the student does have an IEP, all appropriate special education fields (in addition to 40 and 42) must be reported and Field 29: Program Participation/Eligibility I must equal "1".

Definition: This categorical area represents special education membership. All students who do not qualify as a Section 53 student should be listed as Section 52. Enter the special education Full-Time Equivalency (FTE) in this field. A student's FTE may range from "0.00" to "1.00". (Both tenths or hundredths are allowed as long as the district is consistent in the use of either one.) Students with disabilities receiving special education programs/services are reported whether or not they generate a special education FTE.

Refer to Section 6 of the current State School Aid Act and the Department's Pupil Accounting Manual for FTE instructions. For students in a classroom program only, report the FTE in the Special Education classroom.

Field 41: FTE in Section 53 (Membership)

Submission cycle:	Fall and spring
Field use:	School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388.1625, 388.1651a, 388.1652, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a
State of Michigan office contact:	MDE/Special Education, Dianne Easterling, 517-241-4517 or EasterlingD@michigan.gov
Field specification:	Four-character, with decimal point
Record position/type:	381-384, decimal
Code/format:	"0.00" to "1.00" (N.NN) with a default code of "0.00"
Dependencies with other fields:	Field 21: Attendance; Field 40: FTE in Section 52; Field 24: Date Exited; Field 29: Program Eligibility/Participation I; Field 123: Date of Count

Programming edits: Blanks are accepted only if the student is not in special education (Field 29: Program Eligibility/Participation I, second position). If the student is in special education and FTE is less than "0.00", or greater than "1.00", a *fatal error* is reported. Check if the student is in a program in Field 42: Program Service Code (between codes "110" to "194" or "270"). If they do not have a correct program code, no membership can be claimed. If FTE is used in this field, it cannot be used in Field 40: FTE in Section 52.

Fatal errors occur when the field contains a valid value, and Field 36: Primary Disability is blank; or the value is greater than "1.00" or less than "0.00"; or both Field 40: FTE in Section 52 and Field 41: FTE in Section 53 contain valid values greater than zero.

FTE cannot be claimed in this field if the date in Field 24: Date Exited is prior to that in Field 123: Date of Count.

If Field 41: FTE in Section 53 (Membership) is greater than 0.00, the student's age (Field 9: Date of Birth) must be less than 26 as of September 1 of current school year

Field 41: FTE in Section 53 (Membership) cannot exceed 0.00 when the student is in adult education (Field 29: Program Eligibility/Participation I, eighth position).

FTE cannot be claimed if the entity in Field 5: School or Facility was closed on or before the date in Field 123: Date of Count.

FTE cannot be claimed when the date in Field 20: Date of Enrollment is later than that in Field 123: Date of Count.

If this student has zero attendance and yet is being claimed for FTE under the 10/30 day rule, then Field 125: Program Eligibility/Participation II must contain a "1" in the sixth position. A fatal error occurs otherwise. That is, if the first three positions of Field 21: Attendance contain "000", then Field 125:

Program Eligibility/Participation II must contain a "1" in the sixth position in order for the FTE in this field to be greater than 0.00,

Message: Check for the following: (1) Field 41: FTE in Section 53 (Membership) contains valid data, but Field 36: Primary Disability is blank. (2) FTE in Field 41: FTE in Section 53 (Membership) cannot be greater than "1.00" or less than "0.00". (3) Field 42: Program Service Code (Including Membership) is blank. (4) A value greater than zero has also been reported in Field 40: FTE in Section 52 (Membership).

Warning: A warning is issued when this field is blank, and Field 36: Primary Disability contains a valid value.

Warning message: Verify that this student does not generate Section 52 membership FTE.

Definition: This categorical area represents Section 53 membership:

- (a) A pupil assigned to a district or intermediate school district through the community placement program of the court or state agency, if the pupil was a resident of another intermediate district at the time the pupil came under the jurisdiction of the court or a state agency.
- (b) Pupils who are residents of institutions operated by the Department of Community Health.
- (c) Pupils who are former residents of Department of Community Health institutions for the developmentally disabled and are placed in community settings other than the pupils' homes.
- (d) Pupils enrolled in a Department-approved, on-grounds educational program longer than 180 days, but not longer than 233 days, at a residential child-care institution, if the child-care institution offered in 1991-92 is an on-grounds educational program longer than 180 days but not longer than 233 days.
- (e) A pupil placed in a district by a parent for the purpose of seeking a suitable home, if the parent does not reside in the same intermediate district as the district in which the pupil is placed.

Refer to Section 6 of the current State Aid Act and the Department's Pupil Accounting Manual for FTE instructions.

Field 42: Program Service Code

Submission cycle:	Fall, spring and end-of-year
Field use:	Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1418)
State of Michigan office contact:	MDE/Special Education, Dianne Easterling, 517-241-4517 or EasterlingD@michigan.gov
Field specification:	Three-character, three occurrences separated into three, three-byte sectors, padded with blanks
Record position/type:	385-393, integer
Code/format:	Program services received by a student with disabilities (NNNNNNNNN)

110	Programs for Mild Cognitive Impairment
120	Programs for Moderate Cognitive Impairment
130	Programs for Severe Cognitive Impairment
140	Programs for Emotional Impairment
150	Programs for Learning Disabled
160	Programs for Hearing Impairment
170	Programs for Visual Impairment
180	Programs for Physical or Other Health Impairment
190	Programs for Severe Multiple Impairment
191	Early Childhood Special Education (Classroom) Program
192	Programs for Severe Language Impairment
193	Programs for Autism Spectrum Disorder
194	Elementary or Secondary-Level Resource Program
270	Early Childhood Special Education Services

Dependencies with other fields: Field 36: Primary Disability; Field 43: Support Services

Programming edits: A student must have at least one program or support service code in this field or Field 43: Support Services if a code exists in Field 36: Primary Disability. If program and support service fields are blank, this is a *fatal error*.

Fatal errors occur when Field 36: Primary Disability contains a valid value, and both Field 42: Program Service Code and Field 43: Support Services are blank. At least one of these fields must contain a valid code if claiming special education FTE.

A fatal error will occur if codes "191" or "270" are reported in this field, and the student is 8 years of age or older on the count date, and Field 45: Special Education Exit/Completion Reason does not contain a valid code.

Message: Both codes in Field 42: Program Service Code and Field 43: Support Services are blank. A student with disabilities receiving special education programs/services must receive at least one of the listed programs or services, or the student is too old for use of codes "191" or "270".

If code "09" (Section 24 juvenile detention facility) is reported in Field 30: Student Residency (Membership) and Field 40: FTE in Section 52, has a value greater than 0.00, then this field must contain a valid value.

Warning (none)

Definition: *The primary program must be listed first (in the left-most position). This first field becomes the program assignment for State Aid membership.* If a student receives more than three services, specify the three that occur most frequently. It is important to put the primary program service in the initial program services field first and then consecutively fill in the following program service fields. This field reports services used in calculating a student's special education FTE and must have a value for a district to receive state special education reimbursement.

Common entry error: The type of disability is entered rather than the IEP-designated program for the student. A student does not have to have an impairment that matches the program assignment. Do not confuse type of disability with the classroom program. For example, a student does **not** have to be diagnosed as early childhood developmentally delayed to participate in an early childhood special education program.

Field 43: Support Services

Submission cycle:	Fall, spring and end-of-year
Field use:	Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1418
State of Michigan office contact:	Michigan Department of Education, Office of Special Education and Early Intervention Services, James Nuttall, Ph.D., 517-335-0454 or NuttallJ@michigan.gov
Field specification:	Three-character code, five occurrences separated into five, three-byte sectors, padded with blanks
Record position/type:	394-408, integer
Code/format:	Support services received by a student with disabilities (NNNNNNNNNNNNNNNN)
	200 Teacher Consultant (T.C.) Autistic Impaired
	210 T.C. Mentally Impaired
	220 T.C. Emotionally Impaired
	230 T.C. Learning Disabled
	240 T.C. Hearing Impaired
	250 T.C. Visually Impaired
	260 T.C. Physically and Otherwise Health Impaired
	280 Homebound/Hospitalized
	290 Speech and Language Impaired
	291 Adaptive Physical Education
	310 School Social Worker
	320 School Psychologist
	360 Occupational Therapy
	370 Physical Therapy
	383 Music Therapy
	390 Art Therapy
	400 Audiological Services
	406 Interpreter for the Deaf
	410 Recreation Service
	440 Special Transportation
	450 School Health Services
	460 Rehabilitation Counseling Services
	470 Orientation and Mobility Services
	480 Worksite – Based Learning
	490 Community Training/Vocational Education (General Education)
	491 Special Needs (Adapted Vocational Ed.)
	492 Individual Vocational Education
	493 Community Training/Vocational Education (Special Education)
Dependencies with other fields:	Field 36: Primary Disability; Field 42: Program Service Code

Programming edits: A student must have at least one program or support service code in this field or in Field 42: Program Service Code if a code exists in Field 36: Primary Disability. If both program and support service fields are blank, this is a *fatal error*.

Fatal errors occur when Field 36: Primary Disability contains a valid value and both Field 42: Program Service Code and Field 43: Support Services are blank.

Message: Both codes in Field 42: Program Service Code (including Membership) and Field 43: Support Services are blank. A student with disabilities receiving special education programs/services must receive at least one of the listed programs or services.

Warning (none)

Definition: Support services for students with disabilities receiving special education programs/services are numbered "200" to "493". *The primary service must be listed first.* Be sure to use these codes for students with disabilities receiving special education programs/services. To be counted as a special education service, a service must be part of the evaluation or re-evaluation process or included as services to be delivered as part of the student's IEP. It is important to put the primary service first and then consecutively fill in the following support service fields. If a student receives more than five of the listed services, specify the five that occur most frequently.

- 200-260 Teacher Consultant Services. See rule R300.1749.
- 280 Homebound/Hospitalized
- 290 Speech- and Language-Impaired Instructional Services. See rule R340.1745.
- 291 Adaptive Physical Education. Instruction in physical education to students with disabilities receiving special education programs/services pupils whose disabilities preclude integration into regular physical education classes.
- 310 School Social Work Services. See rules R340.1011–R340.1018. To be counted as a special service, the school social work service must be listed as a service on the student's IEP.
- 320 School Psychological Services. See rules R340.1151–R340.1158. To be counted as a special education service, school psychological services must be listed as a service on the student's IEP.
- 360 Occupational Therapy. Occupational therapy deals with improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation; improving ability to perform tasks for independent functioning when functions are impaired or lost; and preventing, through early intervention, initial or further impairment or loss of function.
- 370 Physical Therapy. Physical therapy is defined in the Michigan Public Health code under Section 17801. Services are provided by a licensed physical therapist.
- 383 Music Therapy. Music therapy activities are provided to students with disabilities receiving special education programs/services by a certified music therapist.

- 390 Art Therapy. Art therapy activities are provided to students with disabilities receiving special education programs/services by a certified art therapist.
- 400 Audiological Services. Audiological services are services provided by an audiologist to identify students with hearing loss and provide rehabilitation and counseling concerning hearing loss.
- 406 Interpreter for the Deaf. Services provided by a qualified interpreter who assists the student with a hearing impairment and school personnel with communication.
- 410 Recreation Services. Recreation services are the assessment of a student's leisure functioning, providing therapeutic recreation services, participation in a recreation program in a school designed specifically for students with disabilities receiving special education programs/services, or providing leisure education.
- 440 Special Transportation. Special transportation must be provided in an approved school vehicle in a regular seat, wheelchair, or an approved baby seat. This specifically excludes students who need ambulance service, a medical attendant, or other care outside the responsibility of the schools.
- 450 School Health Services. School health services must be provided by a qualified school nurse or other qualified person. To be counted as a special education service, the school nurse must be working solely with students with disabilities receiving special education programs/services or the service should be indicated in the student's IEP.
- 460 Rehabilitation Counseling Services. The student receives counseling services provided by a qualified rehabilitation counseling professional. Such services are intended to explore the effect of the student's disability on employment and other post-school activities which include vocational programs funded by Michigan Rehabilitation Services or the Michigan Commission for the Blind.
- 470 Orientation and Mobility Services. Orientation and mobility instruction for the visually impaired must be provided by an approved orientation and mobility instructor.
- 480 Worksite-Based Learning. Worksite-based learning means transition services, such as on-the-job training, related counseling and follow-up services. A written agreement plan is required as specified in R340.1733 (i).
- 490 Community Training/Vocational Education (General Education). Students with disabilities receiving special education programs/services who receive vocational training in a community setting or individual vocational training program at a work site with non-disabled peers.
- 491 Special Needs (Adapted Vocational Ed.). Alteration of a vocational education program is being provided by general education to accommodate different needs of a student with disabilities receiving special education programs/services.
- 492 Individual Vocational Education. Training programs designed to fit the special interests of a student with disabilities receiving special education programs/services that are generally not available in a general-education vocational program.

493 Community Training/Vocational Education (Special Education). Students with disabilities receiving special education programs/services who receive vocational training in a community setting or individual vocational training program at a work site primarily with peers with disabilities receiving special education programs/services.

Common entry errors: Program service codes placed in this field. The data should not be lower than 200 nor greater than 493.

Field 44: Primary Educational Setting

Submission cycle:	Fall, spring and end-of-year
Field use:	Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1418
State of Michigan office contact:	<ul style="list-style-type: none">• For questions about children birth through 2 years of age, please contact Michigan Department of Education, Office of Early Childhood Education and Family Services, Vanessa Winborne, 517-335-4865 or WinborneV@michigan.gov• For questions about children ages 3 through 5 years of age, please contact Michigan Department of Education, Office of Early Childhood Education and Family Services, (517) 373-8483.• For questions about children 6 to 26 years of age, please contact Michigan Department of Education, Office of Special Education and Early Intervention Services, James Nuttall, Ph.D., 517-335-0454 or NuttallJ@michigan.gov
Field specification:	Two-character, leading zero
Record position/type:	409-410, integer
Code/format:	The setting where the student with disabilities is located.

Codes for children at least 6 years of age as of December 1, but less than 26 years of age as of September 1 of the current school year.

For codes 02, 03, 05, 06, and 07 placement is outside the general education building.

- 02 Public or Private Special Education School Building at Public Expense
- 03 Public or Private Residential Facility at Public Expense
- 05 Correctional Facility
- 06 Homebound/Hospitalized
- 07 Parentally Placed in Private School or Home school at Private/Parent Expense

For codes 11 – 13, placement is within the general education building

- 11 Inside the general education classroom 80 percent or more of the school day.
- 12 Inside the general education classroom between 40 percent and 79 percent of the school day.
- 13 Inside the general education classroom less than 40 percent of the school day.

For codes 11, 12, and 13, percentages may be determined by the amount of time specified in the student's IEP during which the student is participating in the general education classroom and amount of special-education time outside the general education classroom.

If the student with disabilities receiving special education programs/services was reported on the special education December 1 child count, Field 44 should be consistent (the same) with what was reported on the December 1 child count of the current year. If the student with disabilities receiving special education programs/services was not reported on the December 1 child count of the current school year, report the student's current educational setting as defined in Field 44.

Preferred codes for children ages 3 through 5 years as of December 1 of the current school year.

- 18 Attends Early Childhood Program for Typically Developing Peers 80 Percent or More of Program Week
- 19 Attends Early Childhood Program for Typically Developing Peers Between 40 Percent and 79 Percent of Program Week
- 20 Attends Early Childhood Program for Typically Developing Peers Less Than 40 Percent of Program Week
- 22 Early Childhood Special Education Program
- 23 Home
- 25 Residential Facility
- 26 Separate School
- 27 Service Provider Location

Preferred codes for children from birth through 2 years of age as of December 1 of the current school year.

- 31 Home
- 38 Other Setting
- 41 Community-Based Setting

Dependencies with other fields: Field 29: Program Eligibility/Participation I; Field 36: Primary Disability

Programming edits: When this field is blank or contains an out of range code, and Field 29: Program Eligibility/Participation I contains a "1" in the second position and Field 36: Primary Disability is populated, a *fatal error* is reported.

Fatal errors occur when:

- this field is left blank and the student is a special education participant with a primary disability code reported;
Message: Field 44 must be completed for students with disabilities receiving special education programs/services.
- the value is out of range;
Message: Invalid entry.
- if this field contains a single digit either preceded or followed by a blank; or
Message: Invalid entry.
- if this field is populated and Field 36: Primary Disability is blank.
Message: Student must have a primary disability code in Field 36: Primary Disability.

Warnings are issued if:

- code "02", "03", "05", "06", "07", "11", "12", or "13" is reported and the student is not at least 6 years of age as of December 1, but less than 26 years of age as of September 1 of the current school year; or
- code "18", "19", "20", "23", "25", "26", or "27" is reported and the student is not 3, 4, or 5 years of age as of December 1 of the current school year; or
- code "31", "38", or "41" is reported and the student is not 2 years of age or younger as of December 1 of the current school year.

Relationship between Field 44: Primary Educational Setting and Field 56: Primary Setting for Part C. Students eligible for state grants as reported in Field 44, codes 31-40, may or may not be eligible for Early On[®] federal funds, as reported in Field 56, codes 31-40.

Definition: Field 44: Primary Educational Setting is utilized to report on the least restrictive environment (LRE) settings for children and youth participating in special education. The time spent in a primary educational setting is unrelated to Field 40: FTE in Section 52 and Field 41: FTE in Section 53. Time spent in a primary educational setting is not related to special education membership.

Codes 02 Through 13

Codes "02", "03", "05", "06", "07", "11", "12", and "13" are for students who are at least 6 years of age as of December 1, but less than 26 years of age as of September 1 of the current school year.

For calculation purposes, time spent within the general education classroom also includes general/special education team teaching arrangements, or time in which special education staff comes into the general education classroom to provide services. The time may be different from the time reflected in Field 40: FTE in Section 52 or Field 41: FTE in Section 53.

- 02 **Public or Private Special Education School Building at Public Expense.** Students who receive special education programs and services at least 50 percent of the time at a public or private school buildings in which ONLY students with disabilities receiving special education programs/services are educated. This includes:

- Attendance in public or private day schools for students with disabilities receiving special education programs/services; or
 - Attendance in public or private day schools for students with disabilities receiving special education programs/services for a portion of the school day (at least 50 percent) and in regular school buildings for the remainder of the school day.
- 03 **Public or Private Residential Facility at Public Expense.** Students who receive education programs and live in public or private residential facilities during the school week. **The students' education programs are at the residential facilities.** This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private residential facilities.
- If students are educated off grounds from the residential facility, use other appropriate codes in Field 44.
 - If students are educated at the residential facility but live off grounds, then use code 02, "Public or Private Special Education School Building".
- 05 **Correctional Facility.** Students with disabilities who receive special education programs or services in correctional facilities. Students with disabilities receiving special education programs/services in:
- Juvenile detention facilities (community-based, community jail or residential), or
 - Correctional facilities.
- 06 **Homebound/Hospitalized.** Students with disabilities receiving special education programs/services who receive special education and related services at home or in hospital facilities because of illness. (Use code "23" for preschool students with disabilities receiving special education programs/services receiving special education services at home.)
- 07 **Parentally Placed in Private School or Home School at Private/Parent Expense.** Students enrolled by their parents or guardians in regular parochial or other private schools, whose basic education is paid for through private resources and who receive special education and related services at public expense from an LEA or ISD. Include children whose parents choose to home-school them, but who receive special education and related services at the public expense. Do not include children who are placed in private schools by the LEA.
- 11 **Inside the general education classroom 80 percent or more of the school day.** Students with disabilities receiving special education programs/services remain in the general education setting for greater than or equal to 80 percent of the school day.
- 12 **Inside the General Education Classroom between 40 percent and 79 percent of the School Day.** Students with disabilities receiving special education programs/services

remain in the general education setting for less than 80 percent of the school day and greater than or equal to 40 percent of the school day.

- 13 **Inside the General Education Classroom Less Than 40 Percent of the School Day.** Students with disabilities receiving special education programs/services remain in the general education setting for less than 40 percent of the school day.

Codes 18 Through 27

Codes "18", "19", "20", "22", "23", "25", "26", or "27" are for children ages 3 through 5, using their ages as of December 1 of the current school year.

Required for students who are in "Early Childhood Settings" and are at least 3 years of age but not yet 6 years of age on December 1 of the current school year.

Participation in Early Childhood Program (ages 3-5)

Early Childhood Program (ages 3-5). Children who participate fully or part-time in early childhood educational programs (including kindergarten) designed primarily for children **without** disabilities. Children may attend part of their program day in special education programs and services. Early childhood programs include:

- Regular kindergarten classes;
- Public school preschool/pre-kindergarten programs designed primarily for children without disabilities (i.e., Head Start, Michigan School Readiness Programs, Title I preschool programs, community education preschool programs); (also see Field 52: Early Childhood Enrollment)
- Private preschool programs designed primarily for children without disabilities (i.e., Head Start, Michigan School Readiness Programs, programs offered by private and faith-based providers);
- Programs offered in child-care facilities, including both centers and family child-care and group family child-care homes;

- 18 **Attends Early Childhood Program for Typically Developing Peers 80 Percent or More of Program Week.** The child is enrolled in an early childhood program and spends part of his/her program week receiving special education and related services outside of an early childhood program. For example: If the child attends a regular early childhood program six (6) hours a week and receives one (1) hour of special education and related services at home, with an additional half hour of special education and related services at a service provider location, report the child in the regular early childhood program at least 80 percent of the time ($6 \div 7.5 = 0.8 \times 100 = 80\%$).
- 19 **Attends Early Childhood Program for Typically Developing Peers Between 40 Percent and 79 Percent of Program Week.** The child spends less than 80 percent but at least 40 percent of his/her program week inside of an early childhood program, and spends the other part of his/her program week receiving special education and related services outside of an early childhood program. For example: If a child attends a regular early

childhood program for six (6) hours a week, and is pulled out of that environment for two (2) hours each week to receive speech instruction, time in the regular early childhood program is between 40 percent and 79 percent ($4 \div 6 = 0.67 \times 100 = 67\%$).

- 20 **Attends Early Childhood Program for Typically Developing Peers Less Than 40 Percent of Program Week.** The child spends less than 40 percent of his/her program week inside of an early childhood program, and spends the remainder of his/her program week receiving special education and related services outside of an early childhood program. For example: If a child attends a regular early childhood program for eight (8) hours a week, and is pulled out of that environment for six (6) hours each week to receive special education and related services, report the child in the regular early childhood program less than 40 percent of his/her program week ($2 \div 8 = 0.25 \times 100 = 25\%$).
- 22 **Early Childhood Special Education Program.** Students who receive their special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community based settings. Students do not participate in early childhood education programs designed primarily for non-disabled students. A special education program includes, but is not limited to, special education and related services provided in:
- Special education classrooms in regular school buildings;
 - Special education classrooms in child-care facilities, hospital facilities on an outpatient basis, or other community-based settings; or
 - Special education classrooms in trailers or portables outside regular school buildings.
- (Do not include children who also attended a regular early childhood program.)
- 23 **Home.** Students who receive their special education and related services in the principal residence of the children's families or caregivers.
- 25 **Residential Facility.** Students who receive their special education and related services in publicly or privately operated residential schools or residential medical facilities on an inpatient basis. (Do not include children who also attended a regular early childhood program.)
- 26 **Separate School.** Students who receive their special education and related services in educational programs in public or private day schools designed specifically for children with disabilities. (Do not include children who also attended a regular early childhood program.)
- 27 **Service Provider Location.** The children receive all of their special education and related services from service providers, and do not attend early childhood programs or special education programs provided in separate classes, separate schools, or residential facilities. For example, children receiving speech instruction provided in:
- private clinicians' offices;

- clinicians' offices located in school buildings;
- hospital facilities on an outpatient basis; and
- libraries and other public locations.

Do not include children who also received special education programs/services at home. Children who received special education programs/services both in service provider locations and at home should be reported in the home category.

Codes 31 Through 41

Codes "31", "38", and "41" are for children from birth through 2 years of age, using their ages as of December 1 of the current school year.

Required for students from birth but not yet 3 years of age on December 1 of the current school year. Identify the place where the majority (over 50 percent) of a child's program takes place. Children are to be counted according to the type of location.

- 31 **Home.** Services are provided in the principal residence of the child's family or caregiver(s).
- 38 **Other Setting.** Early intervention services are provided primarily in a setting that is not home or community-based. These settings include, but are not limited to, services provided in a hospital, residential facility, clinic, and early intervention center/class for children with disabilities.
- 41 **Community-based Setting.** Early intervention services are provided primarily in a setting where children without disabilities typically are found. These settings include but are not limited to child-care centers (including family day-care), preschools, regular nursery schools, early childhood centers, libraries, grocery stores, parks, restaurants, and community centers (e.g., YMCA, Boys and Girls Clubs).

Guidance for students from birth through 2 years of age, as of December 1 of the current school year.

- If early intervention services are only delivered to family members (i.e., no services are delivered to the child), report the child in the "other" setting category (row 3).
- If all of the services a child receives were delivered in the same setting then that setting is the primary setting. For example: if the child will receive one (1) hour of physical therapy services in his/her home each week, and that is the only early intervention service the child receives as of the current child count date, then the home is the primary setting.
- If a child receives services in more than one setting, report the child in the setting in which he or she receives the most hours of early intervention services. For example: a toddler who receives one (1) hour of service a month in the home and four (4) hours of service a month in a preschool should be reported in the category 41: "Community-Based Setting."

- If the amount of time a child spends is the same for two or more settings (e.g., the child receives an equal number of hours of service in two or more settings and the child does not receive a higher number of hours of early intervention service in a different setting), report the primary setting based on the following decision rules:
 1. If the child receives an equal number of hours of service in the home and one or more other settings, report the child in the home setting.
 2. If the child receives an equal number of hours of service in a community-based setting and one or more other settings (other than in the home setting), report the child in the community-based setting.

Field 45: Special Education Exit/Completion Reason

Submission cycle:	Fall, spring and end-of-year
Field use:	School Aid Act, MCL 388.1619; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 618)
State of Michigan office contact:	Michigan Department of Education, Office of Special Education and Early Intervention Services, James Nuttall, Ph.D., 517-335-0454 or NuttallJ@michigan.gov
Field specification:	Two-character
Record position/type:	411-412, integer
Code/format:	<p>This is a two-position field that indicates the student with disabilities left the setting or program (NN).</p> <p>22 Student exits special education and returns to general education.</p> <p>28 Student exits special education and exits the district.</p>
Dependencies with other fields:	Field 23: District Exit Status; Field 29: Program Participation; Field 46: Special Education Date Exited or Completed

Programming edits: If an exit reason is used, a valid date must occur in Field 46: Date Exited or Completed. The code must not be out of range.

Fatal errors occur when this field is left blank and a valid date appears in Field 46: Special Education Date Exited or Completed. A fatal error occurs if this field contains a single digit either preceded or followed by a blank.

If this field contains a valid code, a date must be contained in Field 46: Date Exited or Completed. If code "28" is reported in this field, Field 23: District Exit Status must contain a code other than "19". If this field contains a valid code, the second position of Field 29: Program Eligibility/Participation I must contain a "1" (the Office of Special Education and Early Intervention services requires all special education fields be completed for exiting students – this allows tracking of programs and services at the time the student exited).

If code "22" or "28" is reported, no special education FTE (Field 40: FTE in Section 52 and Field 41: FTE in Section 53) may be reported when the date in Field 46: Date Exited is earlier than the date in Field 123: Date of Count. A fatal error will occur otherwise. Note: error will occur in field where FTE is reported (Field 40 or Field 41).

Message: Field 46: Special Education Date Exited or Completed contains a valid date and this field is blank.

Warning (none)

Definition: The reason the student is no longer in special education since the last submission.

- 22 Student exits special education and returns to general education. The student no longer has an IEP and is no longer receiving special education services. The student is continuing to receive other services from the district.
- 28 Student exits special education and exits the district. The student has left the district and exited the special education program in the former district. It is possible this student may remain in special education in the new district. NOTE: If this field contains code "28", then Field 23: District Exit Status must not contain code "19".

Field 46: Special Education Date Exited or Completed

Submission cycle:	Fall, spring and end-of-year												
Field use:	School Aid Act, MCL 388.1619; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1418 ; Perkins IV (P.L. 109-270)												
State of Michigan office contact:	Michigan Department of Education, Office of Special Education and Early Intervention Services, James Nuttall, Ph.D., 517-335-0454 or NuttallJ@michigan.gov												
Field specification:	Ten-character												
Record position/type:	413-422, integer with slashes												
Code/format:	Month, day, and year (MM/DD/CCYY) All dates must appear in the following manner: DD must be a number between 01 and 31, and CCYY represents the year. For example, May 8, 1994 = 05/08/1994. Each MM must be one of the following: <table><tr><td>01 January</td><td>07 July</td></tr><tr><td>02 February</td><td>08 August</td></tr><tr><td>03 March</td><td>09 September</td></tr><tr><td>04 April</td><td>10 October</td></tr><tr><td>05 May</td><td>11 November</td></tr><tr><td>06 June</td><td>12 December</td></tr></table>	01 January	07 July	02 February	08 August	03 March	09 September	04 April	10 October	05 May	11 November	06 June	12 December
01 January	07 July												
02 February	08 August												
03 March	09 September												
04 April	10 October												
05 May	11 November												
06 June	12 December												
Dependencies with other fields:	Field 9: Date of Birth; Field 20: Date of Enrollment; Field 23: District Exit Status; Field 29: Program Participation; Field 45: Exit/Completion Reason												

Programming edits: If a student is in a special education program, as indicated by having "1" in the second position of Field 29: Program Eligibility/Participation 1, and if Field 23: District Exit Status does not contain code "19", or if "22" or "28" were used in Field 45: Special Education Exit/Completion Reason, then a valid date must be entered in this field.

Fatal errors occur when this field is blank and code "19" is not used in Field 23: District Exit Status, or this field is blank and codes "22" or "28" were used in Field 45: Special Education Exit/Completion Reason. A fatal error occurs if the date is prior to that in Field 9: Date of Birth or Field 20: Date of Enrollment.

Message: Field 46 must contain a valid date when Field 23 does not contain code "19" and/or Field 45 contains a valid code.

Warning (none)

Definition: The month, day, and year of the first day after the date a student last attended school, graduated, or became known officially to have left the educational setting. Place a date in this field when the student left school or terminated his/her special education program or service.

Field 47: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	In the future, this line will explain the specific reporting use.
State of Michigan office contact:	N/A
Field specification:	four-character
Record position/type:	423-426
Code/format:	Pad with blanks
Dependencies with other fields:	In the future, this line will explain the dependencies between this field and others.

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 48: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	In the future, this line will explain the specific reporting use.
State of Michigan office contact:	N/A
Field specification:	One-character
Record position/type:	427
Code/format:	Pad with blanks
Dependencies with other fields:	In the future, this line will explain the dependencies between this field and others.

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 49: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved field
State of Michigan office contact:	N/A
Field specification:	One-character
Record position/type:	428
Code/format:	Pad this field with blanks
Dependencies with other fields:	None

Definition: This field is reserved for future use.

Programming edits:

No fatal error.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 50: Placement in District by Another District IEP

Submission cycle:	Fall, spring and end-of-year
Field use:	Individuals with Disabilities Education Act (IDEA), 20 USC 1412(a)(5). IDEA Fed. Regs. §§ 300.115(a), (b)(1)(2) and 300.116(a) through (e).
State of Michigan office contact:	Michigan Department of Education, Office of Special Education and Early Intervention Services, James Nuttall, Ph.D., 517-335-0454 or NuttallJ@michigan.gov
Field specification:	One-character
Record position/type:	429, integer
Code/format:	Student participates in a center-based program, placed in cooperative-agreement program designed specifically for students with disabilities receiving special education programs/services, or was placed by another district as specified in the IEP.

1 Out-of-district student/nonresident of the operating district

Dependencies with other fields: Field 36: Primary Disability

Definition: As stipulated in the IEP, the student participates in a center program, or a cooperative-agreement program designed specifically for students with disabilities receiving special education programs/services or a cross-district special education program. Both in-district and out-of-district students participate in the program. For example, these are students placed in classrooms for those with mild cognitive impairments, or are pre-school children participating in early childhood special education programs. The placement of an out-of-district student was an IEP placement decision by the resident district in cooperation with the operating district. This field does NOT apply to students who moved into the district or who come into a school district by school-of-choice programs.

A program is a center program as defined in Section 6(1) of the State School Aid Act.

Sec. 6. (1) "Center program" means a program operated by a district or intermediate school district for special education pupils from several districts in programs for pupils with autism spectrum disorder, pupils with severe cognitive impairment, pupils with moderate cognitive impairment, pupils with severe multiple impairments, pupils with hearing impairment, pupils with visual impairment, and pupils with physical impairment or other health impairments. Programs for pupils with emotional impairments housed in buildings that do not serve regular education pupils also qualify. Unless otherwise approved by the department, a center program either shall serve all constituent districts within an intermediate school district or shall serve several districts with less than 50 percent of the pupils residing in the operating district. In addition, special education center program pupils placed part-time in non-center programs to comply with least restrictive environment provisions of section 612 or part B of the Individuals with Disabilities Education Act, 20 USC 1412, may be considered center program pupils for pupil accounting purposes for the time scheduled in either a center program or a non-center program.

Or

A "Cooperative Agreement Program" involves a written voluntary agreement between and among districts to provide certain educational programs for pupils in certain groups of districts. The written agreement shall be approved by all affected districts at least annually and must specify the educational programs to be provided and the estimated number of pupils from each district who will participate in the educational programs. Ideally, the agreement should specify the program type, the class schedule for each district's pupils, the cost of participating in the program, and the means of transportation to the class. A pupil enrolled in a cooperative agreement program may be counted in membership in the pupil's district of residence with the written approval of all parties to the cooperative agreement.

Programming edits: If populated, this field must contain a valid code and Field 36: Primary Disability must also contain a valid code. (Note: the only valid entry for this field is "1"; otherwise, this field must be blank.) Otherwise, fatal errors will occur.

Message: An invalid or out-of-range number has been entered or Field 36: Primary Disability does not contain a valid code.

Field 51: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved field
State of Michigan office contact:	N/A
Field specification:	One-character
Record position/type:	430
Code/format:	Pad this field with blanks
Dependencies with other fields:	None

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Structure for Early Childhood and Parenting Programs

Note: Beginning with the 2008–2009 school year, Early Childhood student data will be collected in the new Student Data System. These fields are optional for the SRSD collection. All dependencies have been removed. The fields remain as placeholders for the file structure.

Field 52: Early Childhood Enrollment

Submission cycle:	Fall, spring and end-of-year
Field use:	School Aid Act, MCL 388.1632b, 388.1632d, 388.1637, 388.1638; 20 USC 6381i
State of Michigan office contact:	MDE Office of Early Childhood Education and Family Services 517-373-8483
Field specification:	10-character, five occurrences separated into five, two-byte sectors, left-justified, leading zero, padded with blanks
Record position/type:	431-440, integer
Code/format:	This is a two-position field that indicates placement (NNNNNNNNNN). 01 Michigan School Readiness Program (MSRP) 02 (code currently retired) 03 Head Start 04 Title I Preschool 05 Tuition-Based Preschool or Child Care 06 Even Start Family Literacy Program 07 0-3 Secondary Prevention 08 All Students Achieve Program – Parent Involvement in Education (ASAP-PIE)* 09 (code currently retired) 10 Early Head Start 11 Great Parents Great Start (GPGS)* 99 Other Program

Dependencies with other fields:

Programming edits:

Warning (none)

Definition: Indicate the early childhood program(s) in which the child is participating. Up to five programs may be entered. Early childhood programs generally refer to programs intended for children from birth to kindergarten entry (that is, up to but not including kindergarten). Developmental/retention Kindergarten should be reported in Field 125: Program Eligibility/Participation II and as grade "00" in Field 19: Grade or Setting.

- 01 Michigan School Readiness Program (MSRP). Center-based preschool or home-based MSRP services for children the age of 4 by December 1. Preschool-age children in programs for 4-year-olds who may be at risk of school failure. Each child must have two of the 25 identified risk factors; more than 50 percent of the children must be low income. Funded under the State School Aid Act, Section 32d, 37-40 or through a competitive Michigan School Readiness Program grant. Note: MSRP Parental Involvement in Education (PIE) parental involvement activities are not to be included.

- 02 (code currently retired)
- 03 Head Start. Children 3 through 5 years of age served in school districts by local grantees or delegates of the federal Head Start program. Intended to serve children whose family income is at or below federal poverty guidelines.
- 04 Title I Preschool. Program for children who are not yet age-eligible for kindergarten in districts that provide services utilizing Title I, Part A of the Elementary and Secondary Education Act (ESEA), as long as they follow current rules for preschool services under Title I.
- 05 Tuition-Based Preschool or Child Care. Children birth-to-kindergarten entry in a classroom program provided through a regular or community education program. Parents pay tuition to enroll their children; child-care reimbursement may be provided by Human Services or scholarships.
- 06 Even Start Family Literacy Program. Children birth to kindergarten entry in programs that integrate early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program. Funding is through Part B (subpart 3) of Title I of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act.
- 07 0-3 Secondary Prevention Grants. Children receiving services that are designed to foster positive parenting skills, improve parent/child interaction, promote access to needed community services, increase local capacity to serve families at risk, improve school readiness, and support healthy family environments that discourage alcohol, tobacco, and other drug use. Managed by the Children's Trust Fund. Interagency funding, including Section 32c of the State School Aid Act.
- 08 All Students Achieve Program-Parent Involvement and Education (ASAP-PIE) Grants. Children birth-to-kindergarten entry in school districts with collaborative community efforts for families to enhance children's school readiness, to reduce/prevent the need for special education programs and services in elementary school, and to foster the maintenance of stable families. Funded under the State School Aid Act, Section 32b.
- 09 (code currently retired)
- 10 Early Head Start. Children from birth to age three served in school districts by local grantees of the federal Head Start program.
- 11 Great Parents Great Start. Children birth to age 5 whose parents are receiving intensive parenting services through intermediate school district activities. Funded under the State School Aid Act, Section 32j.
- 99 Other district-sponsored programs not defined above. Free, comprehensive programs not operated with state or federal funds.

Field 53: Early Childhood Exit/Completion Reason

Submission cycle:	Fall, spring and end-of-year
Field use:	School Aid Act, MCL 388.1632b, 388.1632d, 388.1637, 388.1638; 20 USC 6381i
State of Michigan office contact:	MDE Office of Early Childhood Education and Family Services 517-373-8483
Field specification:	Three-character, leading zero
Record position/type:	441-443, integer
Code/format:	This is a three-position field (NNN) that indicates why the child left the early childhood program. If the child was in an early childhood setting in a prior submission and has transferred to another early childhood program for the current submission, report the new program in Field 52: Early Childhood Enrollment and either code "064" or "065" in Field 53. Because this is a three-character field, the codes should have a leading zero, as follows:

063	Normal program completion
064	Parent-initiated transfer to another early childhood program before completion of the current program
065	Program-initiated transfer to an early childhood program before completion of the current program
066	Child's behavior does not match program expectations
067	Parent decision to withdraw child
068	Child deceased

Dependencies with other fields:

Programming edits:

Definition: Primary reason why the child left or completed the early childhood program or service.

- | | |
|-----|--|
| 063 | Used for a child who enrolled and completed regularly scheduled or prescribed program. |
| 064 | Parent makes a request to transfer out of one early childhood program and into another early childhood program; e.g., from Head Start to a Michigan School Readiness Program, Early Childhood Special Education, etc. This request results in the child making a transfer prior to completion of the original program. |
| 065 | Program staff makes a referral to another early childhood program which results in parental consent to transfer the child from the current program into a different early childhood program. |
| 066 | Program staff is not able to accommodate a child with extreme behaviors that may result in injury to other children and staff, and/or make program management impossible. |

MEIS/Single Record Student Database (SRSD)/Data Field Descriptions

- 067 Parent withdraws child for any reason. This would include families moving out of the district.
- 068 Child has died.

Structure for Early-On[®] Children

In addition to the SRSD, Early On[®] data required for December 1 reporting are collected through the Michigan Compliance Information System (MICIS).

Field 54: Eligibility Code

Submission cycle:	Fall, spring and end-of-year
Field use:	Individuals with Disabilities Education Act, (PL 108-446 Sec. 1418, 615(14))
State of Michigan office contact:	Michigan Department of Education, Office of Early Childhood Education and Family Services, Vanessa Winborne, 517-335-4865 or WinborneV@michigan.gov
Field specification:	One-character
Record position/type:	444, integer
Code/format:	Eligibility of the child as identified on the Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) <ol style="list-style-type: none">1 Both Michigan Special Education Services and Part C of Individuals with Disabilities Education Act2 Part B of Individuals with Disabilities Education Act Only3 Part C of Individuals with Disabilities Education Act Only4 Neither Michigan Special Education Services nor Part C

Dependencies with other fields:

Programming edits: None

Warning (none)

Definition: Eligibility conditions are defined under Michigan Special Education Services and Part C of Individuals with Disabilities Education Act 2004. In order for a child to be counted in codes "1" and "3," s/he must have an Individual Family Services Plan (IFSP).

- 1 Both Michigan Special Education Services and Part C of Individuals with Disabilities Education Act. The child is between the ages of birth and 3 years, and has been identified as eligible for services under one of the categories defined in the Michigan Administrative Rules for Special Education and Part C of Individuals with Disabilities Education Act. Use this code only for active children.
- 2 Part B of Individuals with Disabilities Education Act Only. The child's age is greater than 3 years and s/he is eligible for services under Part B of Individuals with Disabilities Education Act, as defined in the Michigan Administrative Rules for Special Education.
- 3 Part C of Individuals with Disabilities Education Act Only. The child is between the ages of birth and 3 years and has been identified as eligible for services because of a developmental delay or an established condition which has a high probability of developing a delay, as defined in the Michigan Early-On[®] (Part C of Individuals with Disabilities Education Act) Eligibility Criteria. The developmental delay has not been identified as meeting the eligibility criteria of special education. Use this code only for active children.
- 4 Neither Michigan Special Education Services or Part C. After evaluation, the child does not qualify under the eligibility criteria of either Michigan Special Education Services or Part C.

Field 55: Date of IFSP for Part C

Submission cycle:	Fall, spring and end-of-year
Field use:	Individuals with Disabilities Education Act, (PL 108-446 Sec. 1418 , 615(14))
State of Michigan office contact:	Michigan Department of Education, Office of Early Childhood Education and Family Services, Vanessa Winborne, 517-335-4865 or WinborneV@michigan.gov
Field specification:	Ten-character
Record position/type:	445-454, integer with slashes
Code/format:	Month, day, and year (MM/DD/CCYY)

All dates must appear in the following manner: DD must be a number between 01 and 31, and CCYY represents the year. For example, May 8, 1987 = 05/08/1987. Each MM must be one of the following:

01 January	07 July
02 February	08 August
03 March	09 September
04 April	10 October
05 May	11 November
06 June	12 December

Dependencies with other fields:

Programming edits: None

Warning (none)

Definition: The date of the child's most recent Individualized Family Service Plan (IFSP) should be placed in this field. This infant or toddler, birth through age 2, is eligible for Part C of Individuals with Disabilities Education Act, **is not** eligible for special education, and is receiving early intervention services according to an Individualized Family Service Plan (IFSP).

Common entry errors: Check that the field is completed with the IFSP date or the date of temporary placement, not the current date.

Field 56: Primary Setting for Part C

Submission cycle:	Fall, spring and end-of-year
Field use:	Individuals with Disabilities Education Act, (PL 108-446 Sec. 1418 , 615(14))
State of Michigan office contact:	Michigan Department of Education, Office of Early Childhood Education and Family Services, Vanessa Winborne, 517-335-4865 or WinborneV@michigan.gov
Field specification:	Two-character
Record position/type:	455-456, integer
Code/format:	The type of setting in which child is receiving services (NN)
	31 Home
	33 Program Designed for Typically Developing Children
	34 Service Provider Location (outpatient)
	35 Program Designed for Children with Developmental Delays or Disabilities
	36 Hospital (inpatient)
	37 Residential Facility
	38 Other Setting
	39 Home and program for typically developing children
	40 Home and program for children with developmental delays or disabilities.

Dependencies with other fields:

Programming edits: None

Warning (none)

Definition: The primary setting in which a child between the ages of birth through 2 years is receiving services. *The child is counted according to the type of program being received at a location, not the type of location.*

- 31 Home. Services are provided in the principal residence of the child's family or caregivers or family day care.
- 33 Program Designed for Typically Developing Children. Services are provided in a facility regularly attended by a group of children (regular nursery school, preschool, or day care). Most of the children in this setting do not have disabilities. For example, the child is being served in a child-care center.
- 34 Service Provider Location (outpatient). The child receives services at a center, clinic, or hospital where the infant or toddler comes for short periods of time (e.g., 45 minutes). These services may be delivered individually or to a small group of children.

- 35 Program Designed for Children with Developmental Delays or Disabilities. The child is in an organized program of at least one hour in duration provided on a regular basis. The program is usually directed toward the facilitation of one or more developmental areas. Examples include early intervention classrooms/centers and developmental child-care programs.
- 36 Hospital (inpatient). The child is in a hospital or a residential medical facility. The child must be receiving services on an inpatient basis.
- 37 Residential Facility. The child is in a residential treatment facility that is not primarily medical in nature, where the infant or toddler currently resides in order to receive early intervention services.
- 38 Other Setting. The child is receiving a service not included in the settings or programs listed above. For example, if the only component of the infant's early intervention services is parent counseling during which the child is not present, and the child receives no direct service, count as "other."
- 39 Home and program designed for typically developing children. Services are provided in the principal residence of the child's family or caregiver or family daycare AND in a facility regularly attended by a group of typically developing children (i.e., the child is being served at home and in a child-care center).
- 40 Home and program designed for children with developmental delays or disabilities. Services are provided in the principal residence of the child's family or caregiver or family daycare AND in an organized program usually directed towards the facilitation of one or more developmental areas. Attendance must be at least one hour in duration and provided on a regular basis.

Field 57: Services Provided under Individuals with Disabilities Education Act Part C

Submission cycle:	Fall, spring and end-of-year
Field use:	Individuals with Disabilities Education Act, (PL 108-446 Sec. 1418 , 615(14))
State of Michigan office contact:	Michigan Department of Education, Office of Early Childhood Education and Family Services, Vanessa Winborne, 517-335-4865 or WinborneV@michigan.gov
Field specification:	Three-character code, six occurrences, separated into six, three-byte sectors, padded with blanks
Record position/type:	457-474, integer
Code/format:	Services provided in accordance with a child's Individual Family Services Plan (NNNNNNNNNNNNNNNNNNNN)

- 801 Audiology
- 802 Family Training, Counseling, and Home Visits
- 803 Health Services
- 804 Medical Services
- 805 Nursing Services
- 806 Registered Dietician
- 807 Occupational Therapy
- 808 Physical Therapy
- 809 Psychological Services
- 810 Respite Care
- 811 Transportation
- 812 Social Work Services
- 813 Special Instruction
- 814 Speech and Language Pathology
- 815 Other Early Intervention Services
- 816 Assistive Technology Services or Devices
- 817 Vision Specialists and Services
- 818 Orientation and Mobility Services
- 819 Sign Language/Certified Language Instruction

Dependencies with other fields:

Programming edits: None

Warning (none)

Definition: Codes "801 to 819" indicate services provided in accordance with the child's Individual Family Services Plan (IFSP).

- 801 Audiology. Includes identification, evaluation, and referral of children with auditory impairment; provision of auditory training, aural rehabilitation, speech reading and listening

device orientation and training; provision of services for prevention of hearing loss; determination of the child's need for individual amplification, including selecting, fitting, and dispensing appropriate listening and vibrotactile devices, and evaluating the effectiveness of those devices.

- 802 Family Training, Counseling, and Home Visits. Includes services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development.
- 803 Health Services. Includes services necessary to enable a child to benefit from other early intervention services under this part during the time the child is receiving other early intervention services.
- 804 Medical Services only for Diagnostic or Evaluation Purposes. Includes services provided by a licensed physician to determine a child's developmental status and need for early intervention services.
- 805 Nursing Services. Includes the assessment of health status for providing nursing care; provision of nursing care to prevent health problems, restore or improve functioning, and promote optimal health and development; and administration of medications, treatments, and regimens prescribed by a licensed physician.
- 806 Registered Dietician Services. Includes conducting individual assessment in nutritional history and dietary intake, anthropometric, biochemical, and clinical variables, feeding skills and feeding problems, and food habits and food preferences; developing and monitoring appropriate plans to address nutritional needs; and making referrals to appropriate community resources to carry out nutrition goals.
- 807 Occupational Therapy. Includes services to address the functional needs of a child related to adaptive development, adaptive behavior and play; and sensory, motor, and postural development. These services are designed to improve the child's functional ability to perform tasks in the home, school, and community settings.
- 808 Physical Therapy. Includes services to address the promotion of sensorimotor function through enhancement of musculoskeletal status, neurobehavioral organization, perceptual and motor development, cardiopulmonary status, and effective environmental adaptation.
- 809 Psychological Services. Includes administering psychological and developmental tests and other assessment procedures; interpreting assessment results; obtaining, integrating, and interpreting information about child behavior and child and family conditions related to learning, mental health, and development; and planning and managing a program of psychological services, including psychological counseling for children and parents, family counseling, consultation on child development, parent training, and education programs.
- 810 Respite Care. Includes temporary child-care services that are short term and nonmedical in nature, provided either in or out of the home. These services are designed to provide temporary relief to the primary caregiver.
- 811 Transportation and Related Costs. Include the cost of travel (e.g., mileage, or travel by taxi, common carrier, or other means) and other costs (e.g., tools and parking expenses) that are necessary to enable infants and toddlers with disabilities to receive early intervention services.

- 812 **Social Work Services.** Includes evaluation of a child's living conditions and patterns of parent-child interaction; psychosocial developmental assessment of the child within the family context; identifying, mobilizing, and coordinating community resources and services to enable the child and family to benefit from early intervention services.
- 813 **Special Instruction.** Includes the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's IFSP; providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.
- 814 **Speech and Language Pathology/Sign Language/Certified Language Instruction.** Includes identification of children with communicative or oropharyngeal disorders and delays in development of communication skills, including the diagnosis and appraisal of specific disorders and delays in those skills; referral for medical or other necessary professional services; provision of services for the habilitation, rehabilitation, or prevention of communication or oropharyngeal disorders and delays in development of communication skills.
- 815 **Other Early Intervention Services.** Includes early intervention services which are not specified on this report.
- 816 **Assistive Technology Services.** Includes services that directly assist a child with a disability in the selection, acquisition, or use of an assistive technology device.
- 817 **Vision Specialists and Services.** Includes evaluation and assessment of visual functioning, including the diagnosis and appraisal of specific visual disorders, delays, and abilities; referral for medical or other necessary services; and communication skills training, orientation and mobility training for all environments, visual training, independent living skills training, and additional training necessary to activate visual motor abilities.
- 818 **Orientation and Mobility Specialists.** Includes orientation and mobility training for all environments.
- 819 **Sign Language and Cued Language Services.** Interpreting services, as used with respect to children who are deaf or hard of hearing, includes oral transliteration services, cued language transliteration services, and sign language interpreting services.

Field 58: Early On[®] Exit/Completion Reason

Submission cycle:	Fall, spring and end-of-year
Field use:	Individuals with Disabilities Education Act, (PL 108-446 Sec. 1418, 615(14))
State of Michigan office contact:	Michigan Department of Education, Office of Early Childhood Education and Family Services, Vanessa Winborne, 517-335-4865 or WinborneV@michigan.gov
Field specification:	Two-character, padded with blanks
Record position/type:	475-476, integer
Code/format:	This is a two-position field that indicates why the child left (NN). 30 Reached maximum age, now eligible for Part B/Section 619 of IDEA 31 Reached maximum age, not eligible for special education, exited to other programs 32 Reached maximum age, not eligible for special education, exited with no referrals 33 Reached maximum age, unknown eligibility for special education 34 Ineligible 35 Deceased 36 Moved 37 Withdrawn by parent 38 Unable to contact

Dependencies with other fields:

Programming edits: None

Definition: Primary reason why the child left or completed the Early-On[®] program or service.

- 30 Reached maximum age, now eligible for Part B/Section 619 of IDEA. The child has reached the maximum age of 3 years and was determined to be eligible for Part B of Individuals with Disabilities Education Act at exit.
- 31 Reached maximum age, not eligible for special education, exited to other programs: includes all children who reached maximum age for Part C, were determined not eligible for Part B, and were referred to other programs, which may include preschool learning centers and child-care centers, and/or were referred for other services, which may include health and nutrition services, such as Women, Infants and Children (WIC).
- 32 Reached maximum age, not eligible for special education, exited with no referrals: includes all children who reached maximum age for Part C, were determined not eligible for Part B, but were not referred to other programs.

- 33 Reached maximum age, unknown eligibility for Special Education: includes all children for whom Part B eligibility has not been made. This category includes all children who were referred for Part B evaluation, but for whom the eligibility determination has not yet been made or reported and children for whom parents did not consent to transition planning.
- 34 Ineligible: The child is no longer eligible for services. This includes a child who has not reached maximum age for Part C, has successfully completed his/her IFSP, and no longer requires services under Individuals with Disabilities Education Act, Part C or Part B.
- 35 Deceased: The child died during the reporting period.
- 36 Moved: The child moved out of the service area during the reporting period.
- 37 Withdrawn: The child's parents declined all services after an IFSP/IEP was in place or declined to consent to IFSP/IEP services and provided written or verbal indication of withdrawal from services.
- 38 Unable to contact: Attempts to contact the parent of the child were unsuccessful. This includes a child who has not reached the maximum age of service under Part C, who had an active IFSP, and for whom Part C personnel has been unable to contact or locate the family after repeated, documented attempts. *This also includes any child who exited Part C before reaching the maximum age and who has not been counted in any of the categories above.*

Field 59: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved field
State of Michigan office contact:	N/A
Field specification:	One-character
Record position/type:	477
Code/format:	Pad with blanks.
Dependencies with other fields:	None

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 60: Early On[®] Date Exited or Completed

Submission cycle:	Fall, spring and end-of-year
Field use:	Individuals with Disabilities Education Act, (PL 108-446 Sec. 1418 , 615(14))
State of Michigan office contact:	Michigan Department of Education, Office of Early Childhood Education and Family Services, Vanessa Winborne, 517-335-4865 or WinborneV@michigan.gov
Field specification:	10-character
Record position/type:	478-487, integer with slashes
Code/format:	Month, day, and year (MM/DD/CCYY)

All dates must appear in the following manner: DD must be a number between 01 and 31, and CCYY represents the year. For example, May 8, 1994 = 05/08/1994. Each MM must be one of the following:

01 January	07 July
02 February	08 August
03 March	09 September
04 April	10 October
05 May	11 November
06 June	12 December

Dependencies with other fields:

Programming edits: None

Warning (none)

Definition: The month, day and year of the first day after the date the child/family participated in an Early On[®] service, or became known officially to have left the Early On[®] setting. Place a date in this field when the child left school or terminated his/her education Early On[®] service.

Field 61: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved field
State of Michigan office contact:	N/A
Field specification:	Two-character
Record position/type:	488-489
Code/format:	Pad with blanks.
Dependencies with other fields:	None

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 62: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved field
State of Michigan office contact:	N/A
Field specification:	Three-character
Record position/type:	490-492
Code/format:	Pad with blanks.
Dependencies with other fields:	None

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 63: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved field
State of Michigan office contact:	N/A
Field specification:	Eight-character
Record position/type:	493-500
Code/format:	Pad with blanks.
Dependencies with other fields:	None

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 64: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved field
State of Michigan office contact:	N/A
Field specification:	One-character
Record position/type:	501, integer
Code/format:	Pad with blanks.
Dependencies with other fields:	None

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 65: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved field
State of Michigan office contact:	N/A
Field specification:	Forty-character
Record position/type:	502-541
Code/format:	Pad with blanks.
Dependencies with other fields:	None

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 66: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved field
State of Michigan office contact:	N/A
Field specification:	Ten-character
Record position/type:	542-551
Code/format:	Pad with blanks.
Dependencies with other fields:	None

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 67: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved field
State of Michigan office contact:	N/A
Field specification:	Two-character
Record position/type:	552-553
Code/format:	Pad with blanks.
Dependencies with other fields:	None

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 68: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved field
State of Michigan office contact:	N/A
Field specification:	Four-character
Record position/type:	554-557
Code/format:	Pad with blanks.
Dependencies with other fields:	None

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Structure for Advanced and Accelerated Students

Field 69: Program Model

Submission cycle:	End-of-year
Field use:	School Aid Act, MCL 388.1657, Advanced and accelerated students; Jacob K. Javits Gifted and Talented Students Act, 20 USC 7253c
State of Michigan office contact:	MDE/Office of School Improvement/Advanced and Accelerated, Samuel Sinicropi, 517-335-4134 or SinicropiS@michigan.gov
Field specification:	Two-character, leading zero
Record position/type:	558-559, integer
Code/format:	This is a two-position field (NN). 01 Cluster Grouping in Regular Classroom 02 Self-Contained Class 03 Regular Class with IEP 04 Pullout Program 05 Resource Center 06 Teacher Consultant Services to Classroom Teacher 07 Academic and Career Counseling 08 Social/Emotional Counseling 09 Specialized School 10 Specialized Activities
Dependencies with other fields:	Field 29: Program Eligibility/Participation I

Programming edits: Ensure that Advanced and Accelerated (fifth position) is indicated in Field 29: Program Eligibility/Participation I. Error check to ensure a valid code is in this field and not out of range.

A fatal error occurs if this field contains a single digit either preceded or followed by a blank.

Warning (none)

Definition: This is the primary type of advanced and accelerated program in which the student is included. Report those students who participated in one of the following programs at any point during the current school year.

- 01 Cluster Grouping in Regular Classroom. The student is in a classroom with a group of identified advanced and accelerated students purposefully organized to provide planned differentiated instruction most of the time.
- 02 Self-Contained Class. The student is in a classroom that consists only of identified advanced and accelerated students purposefully grouped to provide planned differentiated instruction all of the time.

- 03 Regular Class with IEP. The student is placed in a regular heterogeneous classroom, but with an individualized education program as to how instruction must be differentiated for him/her.
- 04 Pullout Program. The student is released from his/her regular classroom on a scheduled basis to work with a teacher specializing in education of the gifted.
- 05 Resource Center. The student is in a location designated for study beyond that which is provided for in the regular classroom.
- 06 Teacher Consultant Services to Classroom Teacher. The student is receiving services from an educator who specializes in education of the gifted, who visits classrooms and who, upon request, offers appropriate strategies, curricular modifications, and activities for use with gifted students.
- 07 Academic and Career Counseling. The student receives planned activities, sessions, and policies that assist him/her in planning his/her academic career in school and after high school.
- 08 Social/Emotional Counseling. The student receives activities, sessions, and policies that assist him/her, when needed, with specific social/emotional needs.
- 09 Specialized School. The student is enrolled in a specialized academic or performing arts school, sometimes known as a "magnet school." These schools operate within local or intermediate districts.
- 10 Specialized Activities. Any type of extracurricular activity, during or after school, not defined above.

Field 70: Special Program Options

Submission cycle:	End-of-year																																				
Field use:	School Aid Act, MCL 388.1657, Advanced and accelerated students; Jacob K. Javits Gifted and Talented Students Act, 20 USC 7253c																																				
State of Michigan office contact:	MDE/Office of School Improvement/Advanced and Accelerated, Samuel Sinicropi, 517-335-4134 or SinicropiS@michigan.gov																																				
Field specification:	Two-character, three occurrences separated into three, two-byte sectors, right-justified, leading zero																																				
Record position/type:	560-565, integer																																				
Code/format:	<p>This is a two-position field (NNNNNN).</p> <table><tr><td>01</td><td>Seminars</td></tr><tr><td>02</td><td>Mentorships</td></tr><tr><td>03</td><td>Advanced Placement</td></tr><tr><td>04</td><td>Independent Study</td></tr><tr><td>05</td><td>Flexible Scheduling</td></tr><tr><td>06</td><td>Special Clubs</td></tr><tr><td>07</td><td>Course/Grade Acceleration</td></tr><tr><td>08</td><td>Early Entrance to Kindergarten</td></tr><tr><td>09</td><td>Career Internship</td></tr><tr><td>10</td><td>Dual Enrollment</td></tr><tr><td>11</td><td>Early Graduation</td></tr><tr><td>12</td><td>Correspondence Course</td></tr><tr><td>13</td><td>International Baccalaureate</td></tr><tr><td>14</td><td>Cross-District Cooperative</td></tr><tr><td>15</td><td>Planned Intervention for Special Populations</td></tr><tr><td>16</td><td>Options to Support Midwest Talent Search-Identified Students</td></tr><tr><td>17</td><td>Academic Team Competition</td></tr><tr><td>18</td><td>Other</td></tr></table>	01	Seminars	02	Mentorships	03	Advanced Placement	04	Independent Study	05	Flexible Scheduling	06	Special Clubs	07	Course/Grade Acceleration	08	Early Entrance to Kindergarten	09	Career Internship	10	Dual Enrollment	11	Early Graduation	12	Correspondence Course	13	International Baccalaureate	14	Cross-District Cooperative	15	Planned Intervention for Special Populations	16	Options to Support Midwest Talent Search-Identified Students	17	Academic Team Competition	18	Other
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16	Options to Support Midwest Talent Search-Identified Students																																				
17	Academic Team Competition																																				
18	Other																																				
Dependencies with other fields:	Field 29: Program Eligibility/Participation I; Field 69: Program Model																																				

Programming edits: Ensure that Advanced and Accelerated (fifth position) is indicated in Field 29: Program Eligibility/Participation I. Error check to ensure a valid code is in this field and not out of range.

Fatal errors occur when an invalid value is in the field, or the field is blank and a valid value is in the fifth position of Field 29: Program Eligibility/Participation I. If Field 70 contains valid data, then Field 69: Program Model must also contain a valid value. A fatal error occurs if this field contains a single digit either preceded or followed by a blank.

Warning (none)

Definition: This is the educational approach used in the program for the student. List up to three approaches in the order of the amount of time spent in the program by this student.

- 01 Seminars. The student is involved in planned sessions with a group of supervised students doing research or advanced study on a specific topic.
- 02 Mentorships. The student is involved in a program which pairs individual students with someone who has advanced skills and experience in a particular discipline and serves as a guide, advisor, counselor, and role model.
- 03 Advanced Placement (AP). The student is involved in a college-level course provided at a secondary level for which students may receive college credit by examination (administered by the AP Program of the College Board).
- 04 Independent Study. The student chooses his/her own topic for research and investigation and receives varying degrees of supervision.
- 05 Flexible Scheduling. The student is involved in an administrative practice designed to allow him/her to access appropriate course work, e.g., travel time to high school for a middle school student, late arrival or early dismissal from classes.
- 06 Special Clubs. The student is involved in an organized opportunity for advanced and accelerated students during or after school.
- 07 Course/Grade Acceleration. The student is involved in an administrative practice designed to allow him/her to progress through school grades at a rate faster than the average, e.g., early school entrance, content area acceleration, grade skipping, credit by examination, early graduation, etc.
- 08 Early Entrance to Kindergarten. The student is admitted to kindergarten prior to normal procedures.
- 09 Career Internship. The student is placed in a professional setting for a specified period to learn the skills of that profession.
- 10 Dual Enrollment. The high school student is dually enrolled, taking some college courses at a nearby college/university before graduation from school.
- 11 Early Graduation. The student completes high school requirements ahead of age-mates and is allowed to graduate at mid-year.
- 12 Correspondence Course. The student is enrolled in courses taken by correspondence through a college, university or other accredited institution.
- 13 International Baccalaureate. The student is participating in a rigorous, comprehensive program that enhances and extends the quality of the 11th- and 12th-grade course offerings. The internationally recognized IB curriculum provides students with a comprehensive background in English, a foreign language, the social sciences, physical and life sciences, mathematics, and the arts.
- 14 Cross-District Cooperative. The student is involved with a group of students organized from several districts, which meets on a regular basis to provide course work/experiences beyond the established curriculum, e.g., advanced mathematics courses and creative writing.

- 15 Planned Intervention for Special Populations. The student is involved in appropriate course work and options for special-needs students, e.g., learning disabled/gifted, highly gifted, bilingual.
- 16 Options to Support Midwest Talent Search-Identified Students. The student is involved in advanced course work in mathematics and language arts, available for middle school students, dependent upon their SAT/ACT scores.
- 17 Academic Team Competition. The student is involved in an organized local, regional, state or national contest in a variety of subject areas.
- 18 Other. The student is involved in an option not described above.

Structure for Limited English Proficient Students

No Child Left Behind legislation requires the tracking of Limited English Proficient Students, whether or not these students are receiving services funded by Title III (federal) or Section 41 (state) funds.

DEFINITION OF LIMITED ENGLISH PROFICIENT (According to No Child Left Behind)

<http://www.ed.gov/legislation/ESEA02/>

Title IX General Provisions, Part A Definitions.

Section 9101 (25) Limited English Proficient. The term "limited English proficient," when used with respect to an individual, means an individual:

- A. who is aged 3 through 21
- B. who is enrolled or preparing to enroll in an elementary school or secondary school;
- C.
 - a. who was not born in the United States or whose native language is a language other than English;
 - b.
 - i. who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - ii. who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - c. who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- D. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
 - a. the ability to meet the state's proficient level of achievement on state assessments;
 - b. the ability to successfully achieve in classrooms where the language of instruction is English; or
 - c. the opportunity to participate fully in society.

Also see http://www.michigan.gov/documents/Revised_State_Manual_2003_64173_7.pdf

Field 71: LEP Instructional Program

Submission cycle:	Fall, spring and end-of-year
Field use:	NCLB, 20 USC 6913; 20 USC 6894
State of Michigan office contact:	Michigan Department of Education, Office of School Improvement: Curriculum and Instruction, Linda Forward, 517-373-8480 or ForwardL@michigan.gov
Field specification:	Two-character, leading zero.
Record position/type:	566 - 567, integer
Code/format:	The primary type of English language acquisition program in which the student is currently enrolled (N). 05 Bilingual Dual-Language Instruction 06 Bilingual Two-Way Immersion 07 Transitional Bilingual Instruction 08 Bilingual Heritage Language Instruction 09 English As a Second Language (ESL) Instruction 10 Sheltered ESL Instruction 11 Structured English Immersion 12 Content-based English as a Second Language 13 Newcomer Program 14 Other Program 15 Refused Services 16 No Services Offered
Dependencies with other fields:	Field 29: Program Participation

Programming edits: Ensure that Limited English Proficient (sixth position) is indicated position in Field 29: Program Eligibility/Participation I. Error check to ensure a valid code is in this field and not out of range.

Fatal errors occur when an invalid value is in the field, or the field is blank and a valid value is in the sixth position of Field 29: Program Eligibility/Participation I.

Warning (none)

Definition: The primary type of English language acquisition program in which the student is currently enrolled.

- 05 Bilingual Dual-Language Instruction. Also known as two-way or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually composed of half native English speakers and half native speakers of the other language.
- 06 Bilingual Two-Way Immersion. Bilingual two-way immersion is a program in which a second language (English) is used along with the student's first language for curriculum instruction during some part of elementary or secondary schooling. The goal of two-way immersion programs is functional competence in both languages.

- 07 Transitional Bilingual Instruction. This program, also known as early-exit bilingual education, utilizes a student's primary language instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of a TBI program is to facilitate the English language learner (ELL) student's transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary.
- 08 Bilingual Heritage Language Instruction. An instructional program that aims to develop fully bilingual and bi-literate students by conducting core curriculum classes in English and in the student's home language.
- 09 English as a Second Language (ESL) Instruction. A program of techniques, methodology, and special curriculum designed to teach English language learner (ELL) students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of the native language.
- 10 Sheltered ESL Instruction. An instructional approach used to make academic instruction in English understandable to English language learner (ELL) students. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.
- 11 Structured English Immersion. The goal of this program is acquisition of English language skills so that the English language learner (ELL) student can succeed in an English-only mainstream classroom.
- 12 Content-based English as a second language. This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction.
- 13 Newcomer Program. Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter more traditional interventions (e.g., English language development programs, or mainstream classrooms with supplemental ESL instruction).
- 14 Other Program. Student participates in an LEP program other than one described above.
- 15 The student is determined to be eligible for LEP services and services have been refused.
- 16 No LEP Services are offered by the district. NOTE: Under Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, or national origin, a school district is required by law to take steps to help LEP/ELL students overcome language barriers and to ensure that they can participate meaningfully in the districts' educational programs. A complete discussion of the law and guidance is available at:

<http://www.ed.gov/about/offices/list/ocr/ell/index.html>

For more information, please contact the "State of Michigan office contact" listed in this field.

Field 72: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved
State of Michigan office contact:	N/A
Field specification:	One-character
Record position/type:	568
Code/format:	Pad with blanks
Dependencies with other fields:	None

Definition: This field is reserved for future use.

Programming edits:

No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 73: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved
State of Michigan office contact:	N/A
Field specification:	Two-character
Record position/type:	569-570
Code/format:	Pad with blanks.
Dependencies with other fields:	None

Definition: This field is reserved for future use.

Programming edits:

No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 74: Home Country of Refugee

Submission cycle:	Fall, spring and end-of-year
Field use:	Immigration and Nationality Act, 20 USC 6825, 20 USC 6842
State of Michigan office contact:	Michigan Department of Education, Office of School Improvement: Curriculum and Instruction, Linda Forward, 517-373-8480 or ForwardL@michigan.gov
Field specification:	20-character, left-justified
Record position/type:	571-590, alpha
Code/format:	If the name of the country of origin is longer than 20 letters, place the first 20 letters of the country of origin in this field and truncate the remaining characters. If the country of origin is less than 20 letters, place the entire country of origin in this field padded with blanks.
Dependencies with other fields:	Field 82: Funding Participation

Programming edits: Error check to ensure a valid code is in this field and not out of range. Use of parentheses or other non-alpha characters will cause a *fatal error*. If a "1" appears in the fourth position of Field 82: Funding Participation, then Field 74 must contain a value. Likewise, if reporting the home country of refugee in Field 74, then Field 82: Funding Participation must contain a "1" in the fourth position. A fatal error occurs otherwise.

Definition: This field is for participants in the Refugee Children School Impact Grant. This is the country the parents/child fled because of persecution or fear of persecution on the basis of race, religion, nationality, or political opinion. Select the country from the ethnic list at the end of this section.

Field 75: Primary Language

Submission cycle:	Fall, spring and end-of-year
Field use:	Immigration and Nationality Act, 20 USC 6825; NCLB 20 USC 6917, 20 USC 6914
State of Michigan office contact:	Michigan Department of Education, Office of School Improvement: Curriculum and Instruction, Linda Forward, 517-373-8480 or ForwardL@michigan.gov
Field specification:	20-character, left-justified
Record position/type:	591-610, alpha
Code/format:	If the name of the primary language is longer than 20 letters, place the first 20 letters of the primary language in this field and truncate the remaining characters. If the primary language is less than 20 letters, place the entire primary language in this field padded with blanks.
Dependencies with other fields:	Field 29: Program Participation/Eligibility I

Programming edits: Use of parentheses or other non-alpha characters will cause a *fatal error*. If this field contains a valid value, then the sixth position of Field 29 must contain a "1". A fatal error occurs otherwise.

Warning (none)

Definition: This is the student's primary or home language if a home language survey indicates that the language of the home is not English or the student's primary language is not English. This is a criterion used to determine eligibility for Section 41 and Title III funding. Select the language from the ethnic list at the end of this section.

Field 76: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved
State of Michigan office contact:	N/A
Field specification:	One-character
Record position/type:	611
Code/format:	Pad with blanks.
Dependencies with other fields:	None.

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 77: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved
State of Michigan office contact:	N/A
Field specification:	Three-character
Record position/type:	612-614
Code/format:	Pad with blanks.
Dependencies with other fields:	None.

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 78: LEP Exit Reason

Submission cycle:	Fall, spring and end-of-year
Field use:	NCLB, 20 USC 7012
State of Michigan office contact:	Michigan Department of Education, Office of School Improvement: Curriculum and Instruction, Linda Forward, 517-373-8480 or ForwardL@michigan.gov
Field specification:	Two-character
Record position/type:	615-616, integer
Code/format:	This is a two-position field that indicates why the student left (NN). 50 Student scored in the proficient range on the ELP test 51 Student left school 52 Parent Request 53 Student graduated 54 Other
Dependencies with other fields:	Field 23: District Exit Status; Field 79: LEP Date Exited

Programming edits: If an exit reason is used, a valid date must occur in Field 79: LEP Date Exited. Check to ensure that the code is not out of range. A fatal error will occur in Field 79, when not populated, if Field 78 contains a valid code. (See Field 79 Programming edits.)

A fatal error will occur when an invalid value is in the field.
Message: Invalid code.

A fatal error will occur if code "51" is reported in this field and Field 23: District Exit Status does not contain code "05", "06", "07", "08", "09", "10", "11", "12", "13", "14", "15", "16", "17", "18", "20", or "21".

A fatal error will occur if code "53" is reported in this field and Field 23: District Exit Status does not contain code "01", "02", "03", "04", "40", "41", or "42".

Message: Student must be exited from the district (Field 23) when code 51 or 53 is reported in Field 78.

Warning (none)

Definition: Reason this student left the limited English proficiency program or service.

- 50 On an assessment of English language proficiency, the student scored in the proficient range.
- 51 The student left school for a reason other than graduation.
- 52 Parent/guardian Request. The parent/guardian requested that the student be removed.

- 53 The student graduated from school.
- 54 Student has left the program to participate in services provided by other school program, such as special education, for example.

Field 79: LEP Date Exited

Submission cycle:	Fall, spring and end-of-year
Field use:	NCLB, 20 USC 7012; Perkins IV (P.L. 109-270)
State of Michigan office contact:	Michigan Department of Education, Office of School Improvement: Curriculum and Instruction, Linda Forward, 517-373-8480 or ForwardL@michigan.gov
Field specification:	10-character
Record position/type:	617-626, integer with slashes
Code/format:	Month, day, and year (MM/DD/CCYY)

All dates must appear in the following manner: DD must be the number of a day between 01 and 31, and CCYY represents the year. For example, May 8, 1994 = 05/08/1994. Each MM must be one of the following:

01 January	07 July
02 February	08 August
03 March	09 September
04 April	10 October
05 May	11 November
06 June	12 December

Dependencies with other fields: Field 78: LEP Exit Reason;

Programming edits: If codes 50-54, were used in Field 78: LEP Exit Reason, then a valid date must occur in Field 79.

Fatal errors occur when the field is left blank, and a valid value is reported in Field 78: LEP Exit Reason.

Message: Field 79 must contain a valid date when Field 78 is populated.

Warning (none)

Definition: The month, day, and year that the student was no longer engaged in either a LEP or an ESL program or service.

Field 80: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved
State of Michigan office contact:	N/A
Field specification:	One-character
Record position/type:	627
Code/format:	Pad with blanks.
Dependencies with other fields:	None.

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 81: Date of Re-entry into LEP Program

Submission cycle:	Fall, spring and end-of-year
Field use:	Elementary and Secondary Education Act of 2001 (NCLB), Title III, Sec. 3123; Section 41 Instruction for Pupils of Limited English Speaking Ability; Refugee Children School Impact Grant; Immigration and Nationality Act 3123. Perkins IV (P.L. 109-270)
State of Michigan office contact:	Michigan Department of Education, Office of School Improvement: Curriculum and Instruction, Linda Forward, 517-373-8480 or ForwardL@michigan.gov
Field specification:	10-character, left-justified
Record position/type:	628-637, integer with slashes
Code/format:	Month, day, and year (MM/DD/CCYY)

All dates must appear in the following manner: DD must be the number of a day between 01 and 31, and CCYY represents the year. For example, May 8, 1994 = 05/08/1994. Each MM must be one of the following:

01	January	07	July
02	February	08	August
03	March	09	September
04	April	10	October
05	May	11	November
06	June	12	December

Dependencies with other fields: Field 29: Program Eligibility/Participation I; Field 82: Funding Participation

Programming edits: If this field contains a valid date, Field 82: Funding Participation must contain a "1" in position one (Tile III LEP Program) or position three (Section 41 Pupils of Limited English Ability). A fatal error occurs otherwise. Ensure that LEP (sixth position) is indicated in Field 29: Program Eligibility/Participation I. Error check to ensure a valid code is in this field and not out of range. Use of parentheses or other non-alpha characters will cause a fatal error.

Warning (none)

Definition: This student has transitioned out of English language acquisition programs in the last two years, but was reclassified as LEP after transitioning. The reason for the reclassification may be classroom performance, state test performance, teacher recommendation, self-referral, parent request, or other.

Field 82: Funding Participation

Submission cycle:	Fall, spring and end-of-year												
Field use:	NCLB, 20 USC 6913; 20 USC 6894; Immigration and Nationality Act, 20 USC 6825, 20 USC 6842												
State of Michigan office contact:	Michigan Department of Education, Office of School Improvement: Curriculum and Instruction, Linda Forward, 517-373-8480 or ForwardL@michigan.gov												
Field specification:	Six-character, multiple occurrence field, embedded blanks not accepted												
Record position/type:	638-643 Boolean (integer)												
Code/format:	The type of program in which the student is enrolled.												
	<table> <tr> <td>100000</td><td>Title III Limited English Proficient Program (first position)</td></tr> <tr> <td>010000</td><td>Title III Immigrant Education Program (second position)</td></tr> <tr> <td>001000</td><td>Section 41 – Pupils of Limited English Ability (third position)</td></tr> <tr> <td>000100</td><td>Refugee Children School Impact Program (fourth position)</td></tr> <tr> <td>000010</td><td>Locally funded English Acquisition Program (fifth position)</td></tr> <tr> <td>000001</td><td>Reserved for future use (sixth position)</td></tr> </table>	100000	Title III Limited English Proficient Program (first position)	010000	Title III Immigrant Education Program (second position)	001000	Section 41 – Pupils of Limited English Ability (third position)	000100	Refugee Children School Impact Program (fourth position)	000010	Locally funded English Acquisition Program (fifth position)	000001	Reserved for future use (sixth position)
100000	Title III Limited English Proficient Program (first position)												
010000	Title III Immigrant Education Program (second position)												
001000	Section 41 – Pupils of Limited English Ability (third position)												
000100	Refugee Children School Impact Program (fourth position)												
000010	Locally funded English Acquisition Program (fifth position)												
000001	Reserved for future use (sixth position)												
Dependencies with other fields:	Field 29: Program Eligibility/Participation I; Field 74: Home Country of Refugee; Field 75: Primary Language; Field 81: Date of Re-entry into LEP Program; Field 125: Program Eligibility / Participation II												

Programming edits: If this field contains a "1" in the fourth position (Refugee Children School Impact Program), then a valid value should be contained in Field 74: Home Country of Refugee. A fatal occurs otherwise. If this field contains a "1" in the first (Title III LEP), third (Section 41 LEP), or fifth (Locally funded LEP) positions, then Field 29: Program Eligibility/Participation I must have LEP (sixth position) indicated. A fatal error will occur otherwise.

If this field contains a "1" in the first, second, or third position, then Field 75: Primary Language should be reported. A warning will occur otherwise.

If this field contains a "1" in either the second or fourth position, the seventh position of Field 125: Program Eligibility / Participation II must also contain a "1" indicating the student is an immigrant. A warning will occur otherwise.

Definition: The type of funding which the student receives.

100000	<u>Title III Limited English Proficient Program:</u> A federal program under No Child Left Behind that provides instruction and professional development to help Limited English Proficient (LEP) students in the speedy acquisition of English language proficiency, to achieve in core academic subjects, and to meet state standards.
010000	<u>Title III Immigrant Education Program:</u> A federal program under No Child Left Behind that provides immigrant children and youth with high quality instruction that helps them meet challenging state standards, and assists them in their transition into American society.
001000	<u>Section 41 Instruction for Pupils of Limited English-Speaking Ability (formerly Bilingual Education):</u> A state program that provides bilingual instruction for limited English-speaking pupils in speaking, reading, writing, or comprehension. The instruction must be conducted or supervised by a teacher with a Michigan bilingual endorsement. It uses two languages, English and the home language, as the means of instruction.
000100	<u>Refugee Children School Impact Program:</u> A federal program under the Immigration and Nationality Act that provides for some of the costs of educating refugee children incurred by local school districts in which significant numbers of refugee children reside. Goals include improvement of resettlement outcomes including English language training and cultural assimilation activities.
000010	Locally funded English acquisition program. Student participates in a locally funded LEP program that does not receive state or federal funds.
000001	Reserved for future use.

Field 83: Reserved Field

Submission cycle: Fall, spring and end-of-year

Field use: Reserved

State of Michigan office contact: N/A

Field specification: Six-character

Record position/type: 644-649

Code/format: Pad with blanks.

Dependencies with other fields: None.

Programming edits:

Definition: This field is reserved for future use.

No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Ethnic List of Countries and Languages

The following countries and languages are provided to assist the district in selecting the "countries of origin" and the "primary languages" for students who are not native English speakers. This guide is not definitive. The information in it is based on the *2001 World Almanac and Book of Facts*, World Almanac Books, Mahwah, New Jersey, 2001, and *Ethnologue: Languages of the World 14th edition*, B. Grimes ed., SIL International, Dallas, Texas, 2000. More than 6,800 languages and dialects are referenced in the *Ethnologue*, and it is not possible to list them all here. In addition, political boundaries and countries undergo continuous changes.

Items in parentheses under **Language** indicate alternate names for a language or the country's official language. If a language is not listed, consult the online Ethnologue (www.sil.org/ethnologue) or contact the Office of Field Services at (517) 373-6066 for assistance. Use of parentheses or other non-alpha characters will cause a *fatal error*.

Country	Language
Afghanistan	Pashtu, Persian (Farsi, Dari), Turkmen (Turkoman)
Albania	Albanian (Tosk), Greek
Algeria	Arabic (Official), French, Berber
Andorra	Catalan (Official), French, Spanish
Angola	Portuguese (Official), Bantu
Antigua and Barbuda	English (Official)
Argentina	Spanish (Official), English, Italian
Armenia	Armenian
Australia	English (Official), Aboriginal languages
Austria	German (Official)
Azerbaijan	Azeri (Official), Russian, Armenian
Bahamas	English (Official), Bahamian Creole
Bahrain	Arabic (Official), English, Persian, Urdu
Bangladesh	Bengali (Official), English
Barbados	English (Official)
Belarus	Belarusian (Official), Russian
Belgium	Flemish (Dutch), French, German (all Official)
Belize	English (Official), Spanish, Mayan, Garifuna (Carib)
Benin	French (Official), Fon, Yoruba, Basa
Bhutan	Dzongkha (Official), Tibetan, Nepalese
Bolivia	Spanish, Quechua, Aymara (all Official)
Bosnia and Herzegovina	Serbo-Croatian, Bosnian (Official)
Botswana	English (Official), Setswana, Shona, Bemba
Brazil	Portuguese (Official), Spanish, English, French
Brunei	Malay (Official), English, Chinese Mandarin, Bisaya
Bulgaria	Bulgarian (Official)
Burkina Faso	French (Official), Sudanic tribal languages
Burma (see Myanmar)	
Burundi	Kirundi, French (both Official), Swahili
Cambodia	Khmer (Official), French
Cameroon	English, French (both Official), Tiv, Babanki (Kedjom), Luo
Canada	English, French (both Official), Ojibwe (Chippewa, Ottawa), Cree, and other native languages.
Cape Verde	Portuguese (Official), Crioulo
Central African Republic	French (Official), Sangho (National), Arabic, Hunsu, Swahili

Country	Language
Chad	French, Arabic (both Official), Sara, Sango
Chile	Spanish (Official)
China	Chinese Mandarin (Putonghua) (Official), Cantonese (Yue), Wu, Hakka, Xiang, Gan, Minbei, Minnan (Taiwanese)
Colombia	Spanish (Official)
Comoros	Arabic, French, Swahili (Comorian) (all Official)
Congo (formerly Zaire)	French (Official)
Congo Republic	French (Official), Lingala, Kikongo
Costa Rica	Spanish (Official)
Cote d'Ivoire	French (Official), Dioula
Croatia	Serbo-Croatian (Croatian) (Official)
Cuba	Spanish (Official)
Cyprus	Greek, Turkish, English
Czech Republic	Czech, Slovak
Denmark and Greenland	Danish, Faroese
Djibouti	French, Arabic (both Official)
Dominica	English (Official), French patois
Dominican Republic	Spanish (Official)
Ecuador	Spanish (Official), Quechua, Amerindian
Egypt	Arabic (Official), English, French, Greek
El Salvador	Spanish (Official)
Equatorial Guinea	Spanish, French (both Official), Fang, Bubi
Eritrea	Tigrinya, Tigre, Kunama, Afar, Amharic, Arabic
Estonia	Estonian (Official), Russian
Ethiopia	Amharic (Official), Tigrinya, Oromo
Fiji	English (Official), Minnan (Fijianese), Hindustani
Finland	Finnish, Swedish (both Official)
France	French (Official)
Gabon	French (Official), Bantu
Gambia	English (Official), Mandinka, Wolof, Fula
Georgia	Georgian (Official), Russian
Germany	German (Official)
Ghana	English (Official), Akan, Moshi-Dagomba, Ewe, Ga
Greece	Greek (Official), English, French
Grenada	English (Official), French patois
Guatemala	Spanish (Official), Mayan
Guinea	French (Official)
Guinea-Bissau	Portuguese (Official), Crioulo
Guyana	English (Official), Amerindian dialects
Haiti	Haitian Creole, French (both Official)
Honduras	Spanish (Official)
Hungary	Hungarian (Magyar official)
Iceland	Icelandic (Islenska, official)
India	Hindi (Official), English (assoc. Official), Marathi, Konkani, Kannada, Tamil, Telegu, Marwari (Marwadi), Gujarati, Oriya
Indonesia	Bahasa Indonesian (Official), English, Dutch, Javanese
Iran	Persian (Farsi, Iranian) (Official), Turkic, Kurdish, Luri
Iraq	Arabic (Official), Kurdish, Chaldean, Assyrian

Country	Language
Ireland	English, Irish (Gaelic) (both Official)
Israel	Hebrew (Official), Arabic, English
Italy	Italian (Official), German, French, Slovene
Jamaica	English (Official), Jamaican Creole
Japan	Japanese (Official)
Jordan	Arabic (Official), English
Kazakhstan	Kazakh, Russian (both Official)
Kenya	Swahili, English (both Official), Oromo, Gusii (Kisii), Luo
Kiribati	English (Official), Gilbertese
Korea, North	Korean (Official)
Korea, South	Korean (Official)
Kuwait	Arabic (Official), English
Kyrgyzstan	Kyrgyz, Russian (both Official)
Laos	Lao (Official), French, English, Mien
Latvia	Lettish (Official), Lithuanian, Russian
Lebanon	Arabic (Official), French, English, Armenian
Lesotho	English, Sesotho (both Official)
Liberia	English (Official), Grebo, Kru, Liberian Pidgin, Via
Libya	Arabic (Official), Italian, English
Liechtenstein	German (Official), Alemannic dialect
Lithuania	Lithuanian (Official), Polish, Russian
Luxembourg	French, German, Luxembourgian, English
Macedonia	Macedonian (Official), Albanian, Serbo-Croatian
Madagascar	Malagasy, French (both Official)
Malawi	English, Chichewa (both Official)
Malaysia	Malay (Official), English, Chinese Mandarin, Bisaya
Maldives	Maldivian (Official), English
Mali	French (Official), Bambara
Malta	Maltese, English (both Official)
Marshall Islands	English (Official), Marshallese, Japanese
Mauritania	Arabic, Wolof (both Official), Pular (Fulani), Soninke
Mauritius	English (Official), French, Mauritius Creole, Hindi, Bojpoori
Mexico	Spanish (Official), Mayan
Micronesia	English (Official), Trukese, Pohnpeian, Yapese
Moldova	Romanian (Moldovan) (Official), Russian
Monaco	French (Official), English, Italian, Monegasque
Mongolia	Khalkha Mongol (Official)
Morocco (Western Sahara)	Arabic (Official), Berber
Mozambique	Portuguese (Official)
Myanmar (formerly Burma)	Burmese (Official)
Namibia	Afrikaans, English (Official), German
Nauru	Nauruan (Official), English
Nepal	Nepali (Official)
Netherlands	Dutch (Official)
New Zealand	English (Official), Maori
Nicaragua	Spanish (Official)
Niger	French (Official), Hausa, Djerma
Nigeria	English (Official), Hausa, Yoruba, Ibo, Tiv, Efik, Isoko
Norway	Norwegian (Official)

Country	Language
Oman	Arabic (Official)
Pakistan	Urdu, English (both Official), Punjabi, Sindhi, Pashtu
Palau	English (Official), Palauan, Sonorolese, Angaur, Japanese, Tobi
Panama	Spanish (Official), English
Papua New Guinea	English (Official), Motu
Paraguay	Spanish (Official), Guarani
Peru	Spanish, Quechua (both Official)
Philippines	Tagalog (Pilipino), English (both Official), Pampangan (Pampanggo)
Poland	Polish (Official)
Portugal	Portuguese (Official)
Qatar	Arabic (Official), English
Romania	Romanian (Official), Hungarian, German
Russia	Russian (Official)
Rwanda	French, Kinyarwanda, English (all Official)
Saint Kitts and Nevis	English (Official)
Saint Lucia	English (Official), French patois
Saint Vincent and Grenadines	English (Official), French patois
Samoa (formerly Western Samoa)	Samoan, English (both Official)
San Marino	Italian
Sao Tome and Principe	Portuguese (Official)
Saudi Arabia	Arabic (Official)
Senegal	French (Official), Wolof, Pulaar, Diola, Mandingo
Seychelles	English, French (both Official), Seychelles Creole
Sierra Leone	English (Official), Mende, Temne, Krio
Singapore	Chinese Mandarin, Malay, Tamil, English (all Official)
Slovakia	Slovak (Official), Hungarian
Slovenia	Slovenian (Official), Serbo-Croatian
Solomon Islands	English (Official), Melanesian, Polynesian Languages
Somalia	Somali (Official), Arabic, Italian, English
South Africa	11 official languages including Afrikaans, Zulu, English, Ndebele, Sotho (Sepedi), Xhosa, Swati (Swazi), Venda, Fanakalo
Spain	Spanish (Official), Catalan, Galician, Basque
Sri Lanka	Sinhala (Official), Tamil, English
Sudan	Arabic (Official), Nubian, Ta Bedawie, Kelo
Suriname	Dutch (Official), Sranang Tongo, English, Hindustani
Swaziland	Swati (Swazi, Siswati), English, (both Official)
Sweden	Swedish
Switzerland	German, French, Italian, Romansch (all Official)
Syria	Arabic (Official), Kurdish, Armenian, Syriac
Taiwan	Chinese Mandarin (Official), Minnan (Taiwanese)
Tajikistan	Takik (Official), Russian
Tanzania	Swahili, English (both Official), Bemba, Luo
Thailand	Thai (Official), Hmong, English
Togo	French (Official), Ewe, Mina, Kabre
Tonga	Tongan, English (both official)
Trinidad and Tobago	English (Official), Hindi, French, Spanish

Country	Language
Tunisia	Arabic (Official), French
Turkey	Turkish (Official), Kurdish, Arabic, Syriac
Turkmenistan	Turkmen (Official), Russian, Uzbek
Tuvalu	Tuvaluan, English
Uganda	English (Official), Luganda, Swahili
Ukraine	Ukrainian, Russian
United Arab Emirates	Arabic (Official), Persian, English, Hindi, Urdu
United Kingdom (Britain)	English, Welsh, Scottish, Gaelic
United States (USA)	English, Spanish, Italian, French, Ojibwa, Cherokee, Mandan
Uruguay	Spanish
Uzbekistan	Uzbek, Russian
Vanuatu	French, English, Bislama (all Official)
Vatican City (The Holy See)	Italian, Latin
Venezuela	Spanish, Portuguese, Italian
Vietnam	Vietnamese (Official), French, Chinese, Hmong, English
Western Samoa (see Samoa)	
Yemen	Arabic
Yugoslavia	Serbo-Croatian (Serbian) (Official), Albanian
Zaire (See Congo)	
Zambia	English (Official), Shona, Bemba
Zimbabwe	English (Official), Shona, Ndebele
Other	Other

Alphabetical Listing of Languages

Language Name	Alternate Name or Spelling
Aboriginal Languages -----	Australian Aboriginal Languages
Afar	
Afrikaans	
Akan	
Albanian -----	Tosk
Alemannic dialect	
Amerindian	
Amharic	
Angaur	
Arabic	
Armenian	
Assyrian	
Aymara	
Azeri	
Babanki -----	Kedjom
Bahamain Creole	
Bahasa Indonesian	
Bambara	
Bantu	
Basa	
Basque	
Belarusan	
Bemba	
Bengali	
Berber	
Bisaya	
Bislama	
Bojpoori	
Bosnian -----	See Serbo-Croatian
Bubi	
Bulgarian	
Burmese	
Catalan	
Cantonese -----	Yue
Carib -----	See Garifuna
Catalan	
Chaldean	
Cherokee	
Chichewa	
Chinese Mandarin -----	Putonghua
Chippewa -----	See Ojibwe
Comorian -----	See Swahili
Cree	
Croatian -----	See Serbo-Croatian
Crioulo	
Czech	

Language Name	Alternate Name or Spelling
Danish	
Dari -----	See Persian
Diola	
Dioula	
Djerma	
Dutch -----	See Flemish
Dzongkah	
Efik	
English	
Estonian	
Ewe	
Fanakalo	
Fang	
Faroese	
Farsi -----	See Persian
Fijianese -----	Minnan
Finnish	
Flemish -----	Dutch
Fon	
French	
French Patois	
Fula	
Fulani -----	See Pular
Ga	
Gaelic -----	See Irish
Galician	
Gan	
Garifuna -----	Carib
Grebo	
Georgian	
German	
Gilbertese	
Greek	
Guarani	
Gujarati	
Gusii -----	Kisii
Haitian Creole	
Hakka	
Hausa	
Hebrew	
Hindi	
Hindustani	
Hmong	
Hungarian -----	Magyar
Hunsa	
Ibo	
Icelandic -----	Islenska
Iranian -----	See Persian

Language Name	Alternate Name or Spelling
Irish -----	See Gaelic
Islenska -----	See Icelandic
Isoko	
Italian	
Jamaican Creole	
Japanese	
Javanese	
Kabre	
Kannada	
Kazakh	
Kedjom -----	See Babanki
Kelo	
Khalkha Mongol	
Khmer	
Kikongo	
Kinyarwanda	
Kirudi	
Kisii -----	See Gusii
Konkoni	
Korean	
Krio	
Kru	
Kunama	
Kurdish	
Kyrgyz	
Latin	
Lao	
Lettish	
Liberian Pidgin	
Lingala	
Lithuanian	
Luganda	
Luo	
Luri	
Luxembourgian	
Macedonian	
Magyar -----	See Hungarian
Malagasy	
Malay	
Maldivian	
Maltese	
Mandan	
Mandingo	
Mandinka	
Maori	
Marathi	
Marshallese	
Marwadi -----	See Marwari

Language Name	Alternate Name or Spelling
Marwari -----	Marwadi
Mauritius Creole	
Mayan	
Melanesian	
Mende	
Mina	
Minbei	
Minnan -----	Taiwanese, Fijianese
Moldovan -----	See Romanian
Monegasque	
Moshi-Dagomba	
Motu	
Napali	
Nauruan	
Ndebele	
Nepalese	
Norwegian	
Nubian	
Ojibwa -----	Chippewa, Ottawa
Oriya	
Oromo	
Ottawa-----	See Ojibwe
Palauan	
Pampangan -----	Pampango
Pampango -----	See Pampangan
Pashtu	
Persian-----	Dari, Farsi, Iranian
Pilipino -----	See Tagalog
Pohnpeian	
Polish	
Polynesian Languages	
Portuguese	
Pulaar	
Pular -----	See Fulani
Punjabi	
Putonghua -----	See Chinese Mandarin
Quechua	
Romanian -----	Moldovan
Romansch	
Russian	
Samoan	
Sangho	
Sango	
Sara	
Scottish	
Sepedi -----	See Sotho
Serbian -----	See Serbo-Croatian
Serbo-Croatian -----	Bosnian, Croatian, Serbian

Language Name	Alternate Name or Spelling
Sesotho	
Setswana	
Seychelles Creole	
Shona	
Sindhi	
Sinhala	
Siswati -----	See Swati
Slovak	
Slovene	
Slovenian	
Somali	
Soninke	
Sonorolese	
Sotho -----	Sepedi
Spanish	
Sranang	
Sudanic Tribal Languages	
Swahili -----	Comorian
Swati -----	Siswati, Swazi
Swazi -----	See Swati
Swedish	
Syriac	
Ta Bedawie	
Tagalog -----	Pilipino
Taiwanese -----	See Minnan
Takik	
Tamil	
Telegu	
Temne	
Thai	
Tibetan	
Tigre	
Tigrinya	
Tiv	
Tobi	
Tongan	
Tongo	
Tosk -----	See Albanian
Trukese	
Turkic	
Turkish	
Turkmen -----	Turkoman
Turkoman -----	See Turkmen
Tuvaluan	
Ukrainian	
Urdu	
Uzbek	
Vai	

Language Name	Alternate Name or Spelling
Venda	
Vietnamese	
Welsh	
Wolof	
Wu	
Xhosa	
Xiang	
Yapese	
Yue -----	See Cantonese
Yoruba	
Zulu	

Structure for Migrant Students

Field 84: Date of Qualifying Move

Submission cycle:	Fall, spring and end-of-year
Field use:	School Aid Act, MCL 388.1606; NCLB, 20 USC 6394, 20 USC 6399
State of Michigan office contact:	Michigan Department of Education, Office of School Improvement: Curriculum and Instruction, Linda Forward, 517-373-8480 or ForwardL@michigan.gov
Field specification:	10-character
Record position/type:	650-659, integer with slashes
Code/format:	Month, day, and year (MM/DD/CCYY)

All dates must appear in the following manner: DD must be the number of a day between 01 and 31, and CCYY represents the year. For example, May 8, 1994 = 05/08/1994. Each MM must be one of the following:

01 January	07 July
02 February	08 August
03 March	09 September
04 April	10 October
05 May	11 November
06 June	12 December

Dependencies with other fields: Field 29: Program Eligibility/Participation I

Programming edits: If a "1" is in the seventh position in Field 29: Program Eligibility/Participation I, then this field must contain a valid date.

Fatal errors occur when the field contains an invalid date, and a valid value is in the seventh position of Field 29: Program Eligibility/Participation I. The date cannot be before the student's date of birth and cannot be a future date (relative to system clock).

Warning (none)

Definition: The month, day, and year of the move that qualifies the student for migrant education services.

This student is eligible for migrant education services. The student is younger than 22, and: (1) has not graduated from high school or does not hold a high school equivalency certificate; (2) is a migrant agricultural worker or a migrant fisher or has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; (3) has moved within the preceding 36 months to obtain, or to accompany or join a parent, spouse, or guardian to obtain, temporary or seasonal employment in agricultural or fishing work; and (4) has moved from one school district to another. (Sections 1309 and 1115(b)(1)(A) and 34CFR 200.40(c) and (e)).

Field 85: Regular Term Instructional Services

Submission cycle:	Fall
Field use:	School Aid Act, MCL 388.1606; NCLB, 20 USC 1070, 20 USC 6315
State of Michigan office contact:	Michigan Department of Education, Office of School Improvement: Curriculum and Instruction, Linda Forward, 517-373-8480 or ForwardL@michigan.gov
Field specification:	Seven-character
Record position/type:	660-666, Boolean (integer)
Code/format:	This is a unique seven-position field using either a "0" or "1" in the proper position (NNNNNNN). Because this is a multiple-occurrence field, the indicator of the code is located by position in the format. For example, a student receiving ESL instruction would receive a code of "0100000". If the same student were also receiving instruction in science, the code would be "0101000". This allows for multiple occurrences.

For students enrolled in migrant instructional sessions.

1000000	Reading/Language Arts (first position)
0100000	English (ESL) for LEP Students (second position)
0010000	Mathematics (third position)
0001000	Science (fourth position)
0000100	Social Studies (fifth position)
0000010	Vocational/Career (sixth position)
0000001	Other (seventh position)

Dependencies with other fields: Field 29: Program Participation

Programming edits: Ensure that Migrant Student (seventh position) is indicated in Field 29: Program Eligibility/Participation I. Error check to ensure a valid code is in this field and not out of range.

Fatal errors occur when the field contains an invalid value, or contains a valid value and zero is in the seventh position of Field 29: Program Eligibility/Participation I.

Warning (none)

Definition: This is the student's instructional service during the regular term. Include only those instructional services provided in whole or in part with Migrant Education Program (MEP) funds. Do not count the number of service interventions per student, such as the number of tutorial sessions in a given subject.

Field 86: Regular Term Support Services

Submission cycle:	Fall
Field use:	School Aid Act, MCL 388.1606; NCLB, 20 USC 1070, 20 USC 6315
State of Michigan office contact:	Michigan Department of Education, Office of School Improvement: Curriculum and Instruction, Linda Forward, 517-373-8480 or ForwardL@michigan.gov
Field specification:	Eight-character
Record position/type:	667-674, Boolean (integer)
Code/format:	This is a unique eight-position field using either a "0" or "1" in the proper position (NNNNNNNN). Because this is a multiple-occurrence field, the indicator of the code is located by position in the format. For example, a migrant student receiving health and dental services would be assigned a code of "00011000". This allows for multiple occurrences.

For students receiving migrant support services.

10000000	Supporting Guidance/Counseling (first position)
01000000	Social Work, Outreach/Advocacy (second position)
00100000	Prevention Education (third position)
00010000	Health (fourth position)
00001000	Dental (fifth position)
00000100	Eye Care (sixth position)
00000010	Pupil Transportation (seventh position)
00000001	Other (eighth position)

Dependencies with other fields: Field 29: Program Participation

Programming edits: Ensure that Migrant Student (seventh position) is indicated in Field 29: Program Eligibility/Participation I. Error check to ensure a valid code is in this field and is not out of range.

Fatal errors occur when the field contains an invalid value, or contains a valid value and zero is in the seventh position of Field 29: Program Eligibility/Participation I.

Warning (none)

Definition: This is the student's type of support service during the regular term. Include only those support services provided in whole or in part with Migrant Education Program (MEP) funds. Do not count the number of service interventions per student, such as the number of guidance sessions or doctor visits per student.

Field 87: Summer Term/Intersession Instructional Services

Submission cycle:	Fall
Field use:	School Aid Act, MCL 388.1606; NCLB, 20 USC 6315
State of Michigan office contact:	Michigan Department of Education, Office of School Improvement: Curriculum and Instruction, Linda Forward, 517-373-8480 or ForwardL@michigan.gov
Field specification:	Seven-character
Record position/type:	675-681, Boolean (integer)
Code/format:	This is a unique seven-position field using either a "0" or "1" in the proper position (NNNNNNN). Because this is a multiple-occurrence field, the indicator of the code is located by position in the format. For example, a student receiving ESL instruction would receive a code of "0100000". If the same student were also receiving instruction in science, the code would be "0101000". This allows for multiple occurrences.

For students enrolled in migrant summer services.

1000000	Reading/Language Arts (first position)
0100000	English (ESL) for LEP Students (second position)
0010000	Mathematics (third position)
0001000	Science (fourth position)
0000100	Social Studies (fifth position)
0000010	Vocational/Career (sixth position)
0000001	Other (seventh position)

Dependencies with other fields: Field 29: Program Participation

Programming edits: Ensure that Migrant Student (seventh position) is indicated in Field 29: Program Eligibility/Participation I. Error check to ensure a valid code is in this field and not out-of-range.

Fatal errors occur when the field contains an invalid value, or contains a valid value and zero is in the seventh position of Field 29: Program Eligibility/Participation I.

Warning (none)

Definition: This is the student's instructional service during the summer term, intersessions, or home-based instruction. Include only those instructional services provided in whole or in part with MEP funds. Do not count the number of service interventions per student, such as the number of tutorial sessions in a given subject.

Field 88: Summer Term/Intersession Support Services

Submission cycle:	Fall
Field use:	School Aid Act, MCL 388.1606; NCLB, 20 USC 6315
State of Michigan office contact:	Michigan Department of Education, Office of School Improvement: Curriculum and Instruction, Linda Forward, 517-373-8480 or ForwardL@michigan.gov
Field specification:	Eight-character
Record position/type:	682-689, Boolean (integer)
Code/format:	This is a unique eight-position field using either a "0" or "1" in the proper position (NNNNNNNN). Because this is a multiple-occurrence field, the indicator of the code is located by position in the format. For example, a migrant student receiving health and dental services would be assigned a code of "00011000". This allows for multiple occurrences.

For students receiving migrant support services.

10000000	Supporting Guidance/Counseling (first position)
01000000	Social Work, Outreach/Advocacy (second position)
00100000	Prevention Education (third position)
00010000	Health (fourth position)
00001000	Dental (fifth position)
00000100	Eye Care (sixth position)
00000010	Pupil Transportation (seventh position)
00000001	Other (eighth position)

Dependencies with other fields: Field 29: Program Participation

Programming edits: Ensure that Migrant Student (seventh position) is indicated in Field 29: Program Eligibility/Participation I. Error check to ensure a valid code is in this field and not out-of-range.

Fatal errors occur when the field contains an invalid value, or contains a valid value and zero is in the seventh position of Field 29: Program Eligibility/Participation I.

Warning (none)

Definition: This is the student's instructional service during the summer term, intersessions, or home-based instruction. Include only those instructional services provided in whole or in part with Migrant Education Program (MEP) funds. Do not count the number of service interventions per student, such as the number of tutorial sessions in a given subject.

Field 89: Funding for Service/Program

Submission cycle:	Fall
Field use:	School Aid Act, MCL 388.1606; NCLB, 20 USC 6315
State of Michigan office contact:	Michigan Department of Education, Office of School Improvement: Curriculum and Instruction, Linda Forward, 517-373-8480 or ForwardL@michigan.gov
Field specification:	One-character
Record position/type:	690, integer
Code/format:	This is a one-position field (N). 1 Title I Part A 2 Title I Part C 3 Both
Dependencies with other fields:	Field 29: Program Participation

Programming edits: Error check to ensure a valid code is not out of range.

Fatal errors occur when an invalid value is in the field or when the field is blank and a "1" is in the seventh position of Field 29: Program Eligibility/Participation I.

Warning (none)

Definition: Indicate the type of funding used for the program/service this student is receiving.

- 1 Title I Part A. Student is in a service/program fully or partially supported with Title I Part A funds.
- 2 Title I Part C. Student is in a service/program fully or partially supported with Title I Part C funds.
- 3 Both. Student is in a service/program fully or partially supported with both Title I funding sources.

Field 90: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved field
State of Michigan office contact:	N/A
Field specification:	Two-character
Record position/type:	691-692
Code/format:	Pad with blanks.
Dependencies with other fields:	None

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

**Structure for Title I Students in Targeted Assistance Schools
Programs
(Excluding Schoolwide Programs)**

Field 91: TAS Instructional Services

Submission cycle:	Fall, spring and end-of-year
Field use:	NCLB, 20 USC 6315
State of Michigan office contact:	MDE/Office of School Improvement/Title I Students, Margaret Madigan, 517-373-4588 or MadiganM@michigan.gov
Field specification:	Seven-character
Record position/type:	693-699, Boolean (integer)
Code/format:	This is a unique seven-position field using either a "0" or "1" in the proper position (NNNNNNN). Because this is a multiple-occurrence field, the indicator of the code is located by position in the format. For example, a student receiving instruction in English (ESL) for LEP students would receive a code of "0100000". If the same student were also receiving instruction in science, the code would be "0101000". This allows for multiple occurrences.

For students enrolled in instructional services.

1000000	Reading/Language Arts (first position)
0100000	English (ESL) for LEP Students (second position)
0010000	Mathematics (third position)
0001000	Science (fourth position)
0000100	Social Studies (fifth position)
0000010	Vocational/Career (sixth position)
0000001	Other (seventh position)

Dependencies with other fields: Field 29: Program Participation

Programming edits: Ensure that Title I (first position) is indicated in Field 29: Program Eligibility/Participation I. Error check to ensure a valid code is in this field and not out of range.

Fatal errors occur when the field contains an invalid value.

Warning: A warning is issued when the field is blank, and a number "1" is in the first position of Field 29: Program Eligibility/Participation I.

Warning message: Verify that the student is not in a Title I (TAS) Program.

Definition: This is the Title I instructional service received by the student in a Targeted Assistance Schools program. Include only those instructional services provided in whole or in part with Title I funds. Schoolwide programs (SWP) are collected via the School Infrastructure Database (SID).

Field 92: TAS Support Services

Submission cycle:	Fall, spring and end-of-year																
Field use:	NCLB, 20 USC 6315																
State of Michigan office contact:	MDE/Office of School Improvement/Title I Students, Margaret Madigan, 517-373-4588 or MadiganM@michigan.gov																
Field specification:	Eight-character																
Record position/type:	700-707, Boolean (integer)																
Code/format:	<p>This is a unique eight-position field using either a "0" or "1" in the proper position (NNNNNNNN). Because this is a multiple-occurrence field, the indicator of the code is located by position in the format. For example, a student receiving health and dental services would be assigned a code of "00011000". This allows for multiple occurrences.</p> <p>For students receiving support services.</p> <table><tr><td>10000000</td><td>Supporting Guidance/Counseling (first position)</td></tr><tr><td>01000000</td><td>Social Work, Outreach/Advocacy (second position)</td></tr><tr><td>00100000</td><td>Prevention Education (third position)</td></tr><tr><td>00010000</td><td>Health (fourth position)</td></tr><tr><td>00001000</td><td>Dental (fifth position)</td></tr><tr><td>00000100</td><td>Eye Care (sixth position)</td></tr><tr><td>00000010</td><td>Pupil Transportation (seventh position)</td></tr><tr><td>00000001</td><td>Other (eighth position)</td></tr></table>	10000000	Supporting Guidance/Counseling (first position)	01000000	Social Work, Outreach/Advocacy (second position)	00100000	Prevention Education (third position)	00010000	Health (fourth position)	00001000	Dental (fifth position)	00000100	Eye Care (sixth position)	00000010	Pupil Transportation (seventh position)	00000001	Other (eighth position)
10000000	Supporting Guidance/Counseling (first position)																
01000000	Social Work, Outreach/Advocacy (second position)																
00100000	Prevention Education (third position)																
00010000	Health (fourth position)																
00001000	Dental (fifth position)																
00000100	Eye Care (sixth position)																
00000010	Pupil Transportation (seventh position)																
00000001	Other (eighth position)																

Dependencies with other fields: Field 29: Program Participation

Programming edits: Ensure that Title I (first position) is indicated in Field 29: Program Eligibility/Participation I. Error check to ensure a valid code is in this field and not out of range.

Fatal errors occur when the field contains an invalid value.

Warning: A warning is issued when the field is blank, and a number "1" is in the first position of Field 29: Program Eligibility/Participation I.

Warning message: Verify that the student is not in a Title I (TAS) Program.

Definition: This is the Title I support service received by the student in a Targeted Assistance Schools program. Include only those support services provided in whole or in part with Title I funds.

Field 93: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved field
State of Michigan office contact:	N/A
Field specification:	One-character
Record position/type:	708
Code/format:	Pad with blanks.
Dependencies with other fields:	None

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Structure for At-Risk Students (Section 31a)

These fields have been retired from the SRSD as of Fall 2008. Please direct any questions about At-Risk student data to Margaret Madigan (517-373-4588 or madiganm@michigan.gov) Michigan Department of Education, Office of School Improvement / At-Risk Students.

Field 94: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved field
State of Michigan office contact:	N/A
Field specification:	One-character
Record position/type:	708
Code/format:	Pad with blanks.
Dependencies with other fields:	None

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 95: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved field
State of Michigan office contact:	N/A
Field specification:	One-character
Record position/type:	708
Code/format:	Pad with blanks.
Dependencies with other fields:	None

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 96: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved field
State of Michigan office contact:	N/A
Field specification:	One-character
Record position/type:	729
Code/format:	Fill with blanks.
Dependencies with other fields:	None

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 97: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved field
State of Michigan office contact:	N/A
Field specification:	One-character
Record position/type:	730
Code/format:	Pad with blanks.
Dependencies with other fields:	None

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Structure for Adult Education Participants

Field 98: Adult Education Participant Funding

Submission cycle:	Fall, spring and end-of-year
Field use:	School Aid Act, MCL 388.1707
State of Michigan office contact:	Department of Labor and Economic Growth/Adult Education, Dean Smith, 517-335-0386 or SmithD20@michigan.gov
Field specification:	One-character
Record position/type:	731, integer
Code/format:	Categories of funding for participant (N) <ol style="list-style-type: none">1 Participant is state funded only for adult education.2 Participant is both state and federally funded for adult education.
Dependencies with other fields:	Field 29: Program Participation

Programming edits: Ensure that the participant is in the eighth position in Field 29: Program Eligibility/Participation I. Error check to ensure a valid code is in this field and not out of range.

Fatal errors occur when the field contains an invalid number, or is blank and a valid value is in the eighth position of Field 29: Program Eligibility/Participation I.

Warning (none)

Definition: The participant in adult education is funded through a state, or a state and federal funding source(s).

Field 99: Adult Education FTE in July (State Membership)

Submission cycle:	Fall
Field use:	School Aid Act, MCL 388.1707
State of Michigan office contact:	Department of Labor and Economic Growth/Adult Education, Dean Smith, 517-335-0386 or SmithD20@michigan.gov
Field specification:	Five-character, three occurrences, separated into three, five-byte sectors, blanks accepted
Record position/type:	732-746, decimal
Code/format:	<p>The structure consists of a one-digit code followed by a four-digit FTE number (NN.NNNN.NNNN.NN).</p> <ol style="list-style-type: none">1 Adult Basic Education (ABE) followed by FTE2 English as a Second Language (ESL) followed by FTE3 General Education Development Preparation (GED) followed by FTE4 High School Completion (HSC) followed by FTE5 Job or Employment Training followed by FTE6 Michigan Career and Technical Institute (MCTI) followed by FTE7 Participants permanently expelled under School Code Act 380.1311 or 380.1311A
Dependencies with other fields:	Field 29: Program Participation I; See "Dependencies between Adult Education FTE Fields and Field 109: Diploma/GED Status" at the end of this field.

Programming edits: If the value in Field 99 is less than "0.00", or greater than "1.00", or when the one-digit program code is out of range (including "0") without an FTE, a *fatal error* is reported.

Fatal errors occur when the field contains values less than 0.00 or greater than 1.00; or the field is blank, Field 29: Program Eligibility/Participation I has a valid value in the eighth position, and the count cycle is fall.

Warning (none)

Definition: Indicate the participant's program and FTE level(s). The first digit identifies the program of the participant. The next four digits are the FTE that the participant spends in each program area. A participant's FTE may be proportionally reported under a maximum of three of any of the program categories. For example, a participant in an adult basic education program "1" with "0.60" FTE would be coded as "10.60". The eligible student is participating in one of the following adult education programs:

Adult Basic Education (ABE) eligibility. The participant must be 20 years of age or older by September 1 and must not hold a high school diploma or general education development certificate.

The participant is determined, by appropriate assessment, to be below ninth-grade level in reading, mathematics, or both, or to lack basic English proficiency. The participant must be tested prior to enrollment and after each 90 hours of attendance with a Michigan Department of Education-approved test.

Such a participant may be counted until the participant is at or above ninth-grade level in reading and mathematics, or until the individual fails to progress on two successive assessments after having completed 450 hours of instruction.

English as a Second Language (ESL) eligibility. The participant is determined, by appropriate assessment, to lack basic English proficiency. The participant must be tested prior to enrollment and after each 90 hours of attendance with a Department-approved test. A person with a GED or a high school diploma can be enrolled in ESL as a participant at any age.

Such a participant may be counted until the individual tests as having basic English proficiency or until the individual fails to show progress on two successive assessments after having completed 450 hours of instruction.

General Education Development Preparation (GED Prep) eligibility. The participant must be 20 years of age or older by September 1, and must not hold a high school diploma or a GED certificate. The participant must be tested every 90 hours of attendance.

Such a participant may be counted until the individual passes the general education development exam or until the individual fails to show progress in two successive tests used to determine readiness to take the GED exam after having completed 450 hours of instruction.

High School Completion (HSC) eligibility. The participant must not already hold a high school diploma. The individual must be 20 years of age by September 1. Participants 18 and older with a GED may be enrolled.

Such a participant may be counted until s/he earns a high school diploma or until the participant fails to earn credit for two successive semesters or terms in which the participant is enrolled after having completed 900 hours of instruction.

Job or Employment Training Referred by Employer eligibility. The participant must be less than 20 years of age on September 1, must hold a high school diploma or GED certificate, must not be attending an institute of higher education and must be referred by his/her employer.

The participant must be in need of remedial mathematics and/or communication art skills and must be assessed every 90 hours of attendance by an appropriate assessment instrument.

Such a participant may be counted until the participant achieves the requisite skills as determined by appropriate assessment instruments or until the participant fails to show progress on two successive assessments after having completed 450 hours of instruction.

Michigan Career and Technical Institute (MCTI). The participant is less than 20 years of age as of September 1 and is enrolled in the Michigan Career and Technical Institute (MCTI).

Participants permanently expelled under School Code Act 380.1311 or 380.1311a. Effective July 25, 2002, under Public Act 521, a school district may enroll 16- to 19-year-olds in the adult education program, and count them as participants, if the district can show that these individuals were expelled under the State Mandated Expulsion (Revised School Code 380.1311 or 380.1311a) and there is no alternative education program available to these individuals. The individual must be at least 16 years of age but less than 20 on September 1 of the current school year. The individual must not hold a GED certificate or a high school diploma.

Common entry errors: Rounding to whole numbers.

Dependencies between Adult Education FTE Fields and Field 109: Diploma/GED Status

FTE CODE (Fields 99 - 102)	Age as of September 1	Field 109: Diploma/GED Status
1 or 3	> 19	3
2	< 20	1 or 2
2	>= 20	1, 2, or 3
4	< 20	1
4	>= 20	1 or 3
5	< 20	1 or 2
6	< 20	1 or 2 (operating district code must = 08010)
7	>= 16 but < 20 on September 1	3 and either Field 113: Date Expelled must be reported or Field 23: Exit Status = 10

Field 100: Adult Education FTE in September (State Membership)

Submission cycle:	Fall
Field use:	School Aid Act, MCL 388.1707
State of Michigan office contact:	Department of Labor and Economic Growth/Adult Education, Dean Smith, 517-335-0386 or SmithD20@michigan.gov
Field specification:	Five-character, three occurrences, separated into three, five-byte sectors, blanks accepted
Record position/type:	747-761, decimal
Code/format:	<p>The structure consists of a one-digit code followed by a four-digit FTE number (NN.NN).</p> <ol style="list-style-type: none"> 1 Adult Basic Education (ABE) followed by FTE 2 English as a Second Language (ESL) followed by FTE 3 General Education Development Preparation (GED) followed by FTE 4 High School Completion (HSC) followed by FTE 5 Job or Employment Training followed by FTE 6 Michigan Career and Technical Institute (MCTI) followed by FTE 7 Participants permanently expelled under School Code Act 380.1311 or 380.1311A
Dependencies with other fields:	Field 29: Program Participation; See "Dependencies between Adult Education FTE Fields and Field 109: Diploma/GED Status" at the end of this field.

Programming edits: If the value in Field 100 is less than "0.00", or greater than "1.00", or when the one-digit program code is out of range (including "0") without an FTE, a *fatal error* is reported.

Fatal errors occur when the field contains values less than "0.00" or greater than "1.00"; or the field is blank, Field 29: Program Eligibility/Participation I has a valid value in the eighth position, and the count cycle is fall.

Warning (none)

Definition: Indicate the participant's program and FTE level(s). The first digit identifies the program of the participant. The next four digits are the FTE that the participant spends in each program area. A pupil's FTE may be proportionally reported under a maximum of three of any of the program categories. For example, a participant in an adult basic education program ("1") with "0.60" FTE would be coded as "10.60". The eligible student is participating in one of the following adult education programs:

Adult Basic Education (ABE) eligibility. The participant must be 20 years of age or older by September 1 and must not hold a high school diploma or general education development certificate.

The participant is determined, by appropriate assessment, to be below ninth-grade level in reading, mathematics, or both, or lack of basic English proficiency. The participant must be tested prior to enrollment and after each 90 hours of attendance with a Michigan Department of Education-approved test.

Such a participant may be counted until the participant is at or above ninth grade level in reading and mathematics, or until the individual fails to progress on two successive assessments after having completed 450 hours of instruction.

English as a Second Language (ESL) eligibility. The participant is determined, by appropriate assessment, to lack basic English proficiency. The participant must be tested prior to enrollment and after each 90 hours of attendance with a Department-approved test. A person with a GED or a high school diploma can be enrolled in ESL as a participant at any age.

Such a participant may be counted until the individual tests as having basic English proficiency or until the individual fails to show progress on two successive assessments after having completed 450 hours of instruction.

General Education Development Preparation (GED Prep) eligibility. The participant must be 20 years of age or older by September 1, and must not hold a high school diploma or a GED certificate. The participant must be tested every 90 hours of attendance.

Such a participant may be counted until the individual passes the general education development exam or until the individual fails to show progress in two successive tests used to determine readiness to take the GED exam after having completed 450 hours of instruction.

High School Completion (HSC) eligibility. The participant must not already hold a high school diploma. The individual must be 20 years of age by September 1. Participants 18 and older with a GED may be enrolled.

Such a participant may be counted until s/he earns a high school diploma or until the participant fails to earn credit for two successive semesters or terms in which the participant is enrolled after having completed 900 hours of instruction.

Job or Employment Training Referred by Employer eligibility. The participant must be less than 20 years of age on September 1, must hold a high school diploma or GED certificate, must not be attending an institute of higher education and must be referred by his/her employer.

The participant must be in need of remedial mathematics and/or communication art skills and must be assessed every 90 hours of attendance by an appropriate assessment instrument.

Such a participant may be counted until the participant achieves the requisite skills as determined by appropriate assessment instruments or until the participant fails to show progress on two successive assessments after having completed 450 hours of instruction.

Michigan Career and Technical Institute (MCTI). The participant is less than 20 years of age as of September 1 and is enrolled in the Michigan Career and Technical Institute (MCTI).

Participants permanently expelled under School Code Act 380.1311 or 380.1311a. Effective July 25, 2002, under Public Act 521, a school district may enroll 16- to 19-year-olds in the adult education program, and count them as participants, if the district can show that these individuals were expelled under the State Mandated Expulsion (Revised School Code 380.1311 or 380.1311a) and there is no alternative education program available to these individuals. The individual must be at least 16 years of age but less than 20 on September 1 of the current school year. The individual must not hold a GED certificate or a high school diploma.

Common entry errors: Rounding to whole numbers.

Dependencies between Adult Education FTE Fields and Field 109: Diploma/GED Status

FTE CODE (Fields 99 - 102)	Age as of September 1	Field 109: Diploma/GED Status
1 or 3	> 19	3
2	< 20	1 or 2
2	>= 20	1, 2, or 3
4	< 20	1
4	>= 20	1 or 3
5	< 20	1 or 2
6	< 20	1 or 2 (operating district code must = 08010)
7	>= 16 but < 20 on September 1	3 and either Field 113: Date Expelled must be reported or Field 23: Exit Status equals 10

Field 101: Adult Education FTE in February (State Membership)

Submission cycle:	Spring
Field use:	School Aid Act, MCL 388.1707
State of Michigan office contact:	Department of Labor and Economic Growth/Adult Education, Dean Smith, 517-335-0386 or SmithD20@michigan.gov
Field specification:	Five-character, three occurrences, separated into three, five-byte sectors, blanks accepted
Record position/type:	762-776, decimal
Code/format:	<p>The structure consists of a one-digit code followed by a four-digit FTE number (NN.NN).</p> <ol style="list-style-type: none"> 1 Adult Basic Education (ABE) followed by FTE 2 English as a Second Language (ESL) followed by FTE 3 General Education Development Preparation (GED) followed by FTE 4 High School Completion (HSC) followed by FTE 5 Job or Employment Training followed by FTE 6 Michigan Career and Technical Institute (MCTI) followed by FTE 7 Participants permanently expelled under School Code Act 380.1311 or 380.1311A
Dependencies with other fields:	Field 29: Program Participation; See "Dependencies between Adult Education FTE Fields and Field 109: Diploma/GED Status" at the end of this field.

Programming edits: If the value in Field 101 is less than "0.00", or greater than "1.00", or when the one-digit program code is out of range (including "0") without an FTE, a *fatal error* is reported.

Fatal errors occur when the field contains values less than "0.00" or greater than "1.00"; or the field is blank, Field 29: Program Eligibility/Participation I has a valid value in the eighth position, and the count cycle is spring.

Warning (none)

Definition: Indicate the participant's program and FTE level(s). The first digit identifies the program of the participant. The next four digits are the FTE that the participant spends in each program area. A pupil's FTE may be proportionally reported under a maximum of three of any of the program categories. For example, a participant in an adult basic education program ("1") with "0.60" FTE would be coded as "10.60". The eligible student is participating in one of the following adult education programs:

Adult Basic Education (ABE) eligibility. The participant must be 20 years of age or older by September 1 and must not hold a high school diploma or general education development certificate.

The participant is determined, by appropriate assessment, to be below ninth-grade level in reading, mathematics, or both, or to lack basic English proficiency. The participant must be tested prior to enrollment and after each 90 hours of attendance with a Michigan Department of Education-approved test.

Such a participant may be counted until the participant is at or above ninth-grade level in reading and mathematics, or until the individual fails to progress on two successive assessments after having completed 450 hours of instruction.

English as a Second Language (ESL) eligibility. The participant is determined, by appropriate assessment, to lack basic English proficiency. The participant must be tested prior to enrollment and after each 90 hours of attendance with a Department-approved test. A person with a GED or a high school diploma can be enrolled in ESL as a participant at any age.

Such a participant may be counted until the individual tests as having basic English proficiency or until the individual fails to show progress on two successive assessments after having completed 450 hours of instruction.

General Education Development Preparation (GED Prep) eligibility. The participant must be 20 years of age or older by September 1, and must not hold a high school diploma or a GED certificate. The participant must be tested every 90 hours of attendance.

Such a participant may be counted until the individual passes the general education development exam or until the individual fails to show progress in two successive tests used to determine readiness to take the GED exam after having completed 450 hours of instruction.

High School Completion (HSC) eligibility. The participant must not already hold a high school diploma. The individual must be 20 years of age by September 1. Participants 18 and older with GEDs may be enrolled.

Such a participant may be counted until s/he earns a high school diploma or until the participant fails to earn credit for two successive semesters or terms in which the participant is enrolled after having completed 900 hours of instruction.

Job or Employment Training Referred by Employer eligibility. The participant must be less than 20 years of age on September 1, must hold a high school diploma or GED certificate, must not be attending an institute of higher education and must be referred by his/her employer.

The participant must be in need of remedial mathematics and/or communication art skills and must be assessed every 90 hours of attendance by an appropriate assessment instrument.

Such a participant may be counted until the participant achieves the requisite skills as determined by appropriate assessment instruments or until the participant fails to show progress on two successive assessments after having completed 450 hours of instruction.

Michigan Career and Technical Institute (MCTI). The participant is less than 20 years of age as of September 1 and is enrolled in the Michigan Career and Technical Institute (MCTI).

Participants permanently expelled under School Code Act 380.1311 or 380.1311a. Effective July 25, 2002, under Public Act 521, a school district may enroll 16- to 19-year-olds in the adult education program, and count them as participants, if the district can show that these individuals were expelled under the State Mandated Expulsion (Revised School Code 380.1311 or 380.1311a) and there is no alternative education program available to these individuals. The individual must be at least 16 years of age but less than 20 on September 1 of the current school year. The individual must not hold a GED certificate or a high school diploma.

Common entry errors: Rounding to whole numbers.

Dependencies between Adult Education FTE Fields and Field 109: Diploma/GED Status

FTE CODE (Fields 99 102)	Age as of September 1	Field 109: Diploma/GED Status
1 or 3	> 19	3
2	< 20	1 or 2
2	>= 20	1, 2, or 3
4	< 20	1
4	>= 20	1 or 3
5	< 20	1 or 2
6	< 20	1 or 2 (operating district code must = 08010)
7	>= 16 but < 20 on September 1	3 and either Field 113: Date Expelled must be reported or Field 23: Exit Status equals 10

Field 102: Adult Education FTE in April (State Membership)

Submission cycle:	End-of-year
Field use:	School Aid Act, MCL 388.1707
State of Michigan office contact:	Department of Labor and Economic Growth/Adult Education, Dean Smith, 517-335-0386 or SmithD20@michigan.gov
Field specification:	Five-character, three occurrences, separated into three, five-byte sectors, blanks accepted
Record position/type:	777-791, decimal
Code/format:	<p>The structure consists of a one-digit code followed by a four-digit FTE number (NN.NN).</p> <ol style="list-style-type: none"> 1 Adult Basic Education (ABE) followed by FTE 2 English as a Second Language (ESL) followed by FTE 3 General Education Development Preparation (GED) followed by FTE 4 High School Completion (HSC) followed by FTE 5 Job or Employment Training followed by FTE 6 Michigan Career and Technical Institute (MCTI) followed by FTE 7 Participants permanently expelled under School Code Act 380.1311 or 380.1311A
Dependencies with other fields:	Field 29: Program Participation. See "Dependencies between Adult Education FTE Fields and Field 109: Diploma/GED Status" at the end of this field.

Programming edits: If the value in Field 102 is less than "0.00", or greater than "1.00", or when the one-digit program code is out of range (including "0") without an FTE, a *fatal error* is reported.

Fatal errors occur when the field contains values less than "0.00" or greater than "1.00"; or the field is blank, Field 29: Program Eligibility/Participation I has a valid value in the eighth position, and the count cycle is end-of-year (EOY).

Warning (none)

Definition: Indicate the participant's program and FTE level(s). The first digit identifies the program of the participant. The next four digits are the FTE that the participant spends in each program area. A pupil's FTE may be proportionally reported under a maximum of three of any of the program categories. For example, a participant in an adult basic education program "1" with ".60" FTE would be coded as "10.60". The eligible student is participating in one of the following adult education programs:

Adult Basic Education (ABE) eligibility. The participant must be 20 years of age or older by September 1 and must not hold a high school diploma or general education development certificate.

The participant is determined, by appropriate assessment, to be below ninth-grade level in reading, mathematics, or both, or to lack basic English proficiency. The participant must be tested prior to enrollment and after each 90 hours of attendance with a Michigan Department of Education-approved test.

Such a participant may be counted until the participant is at or above ninth-grade level in reading and mathematics, or until the individual fails to progress on two successive assessments after having completed 450 hours of instruction.

English as a Second Language (ESL) eligibility. The participant is determined, by appropriate assessment, to lack basic English proficiency. The participant must be tested prior to enrollment and after each 90 hours of attendance with a Department-approved test. A person with a GED or a high school diploma can be enrolled in ESL as a participant at any age.

Such a participant may be counted until the individual tests as having basic English proficiency or until the individual fails to show progress on two successive assessments after having completed 450 hours of instruction.

General Education Development Preparation (GED Prep) eligibility. The participant must be 20 years of age or older by September 1, and must not hold a high school diploma or a GED certificate. The participant must be tested every 90 hours of attendance.

Such a participant may be counted until the individual passes the general education development exam or until the individual fails to show progress in two successive tests used to determine readiness to take the GED exam after having completed 450 hours of instruction.

High School Completion (HSC) eligibility. The participant must not already hold a high school diploma. The individual must be 20 years of age by September 1. Participants 18 and older with a GED may be enrolled.

Such a participant may be counted until s/he earns a high school diploma or until the participant fails to earn credit for two successive semesters or terms in which the participant is enrolled after having completed 900 hours of instruction.

Job or Employment Training Referred by Employer eligibility. The participant must be less than 20 years of age on September 1, must hold a high school diploma or GED certificate, must not be attending an institute of higher education and must be referred by his/her employer.

The participant must be in need of remedial mathematics and/or communication art skills and must be assessed every 90 hours of attendance by an appropriate assessment instrument.

Such a participant may be counted until the participant achieves the requisite skills as determined by appropriate assessment instruments or until the participant fails to show progress on two successive assessments after having completed 450 hours of instruction.

Michigan Career and Technical Institute (MCTI). The participant is less than 20 years of age as of September 1 and is enrolled in the Michigan Career and Technical Institute (MCTI).

Participants permanently expelled under School Code Act 380.1311 or 380.1311a. Effective July 25, 2002, under Public Act 521, a school district may enroll 16- to 19-year-olds in the adult education program, and count them as participants, if the district can show that these individuals were expelled under the State Mandated Expulsion (Revised School Code 380.1311 or 380.1311a) and there is no alternative education program available to these individuals. The individual must be at least 16 years of age but less than 20 on September 1 of the current school year. The individual must not hold a GED certificate or a high school diploma.

Common entry errors: Rounding to whole numbers.

Dependencies between Adult Education FTE Fields and Field 109: Diploma/GED Status

FTE CODE (Fields 99 102)	Age as of September 1	Field 109: Diploma/GED Status
1 or 3	> 19	3
2	< 20	1 or 2
2	>= 20	1, 2, or 3
4	< 20	1
4	>= 20	1 or 3
5	< 20	1 or 2
6	< 20	1 or 2 (operating district code must = 08010)
7	>= 16 but < 20 on September 1	3 and either Field 113: Date Expelled must be reported or Field 23: Exit Status = 10

Field 103: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved field
State of Michigan office contact:	N/A
Field specification:	Four-character
Record position/type:	792-795
Code/format:	Pad this field with blanks
Dependencies with other fields:	None

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 104: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved field
State of Michigan office contact:	N/A
Field specification:	Four-character
Record position/type:	796-799
Code/format:	Pad this field with blanks
Dependencies with other fields:	None

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 105: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved field
State of Michigan office contact:	N/A
Field specification:	Four-character
Record position/type:	800-803
Code/format:	Pad this field with blanks
Dependencies with other fields:	None

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 106: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved field
State of Michigan office contact:	N/A
Field specification:	Four-character
Record position/type:	804-807
Code/format:	Pad this field with blanks
Dependencies with other fields:	None

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 107: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved field
State of Michigan office contact:	N/A
Field specification:	Four-character
Record position/type:	808-811
Code/format:	Pad this field with blanks
Dependencies with other fields:	None

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 108: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved field
State of Michigan office contact:	N/A
Field specification:	Four-character
Record position/type:	812-815
Code/format:	Pad this field with blanks
Dependencies with other fields:	None

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 109: Diploma/GED Status (State Membership)

Submission cycle:	Fall, spring and end-of-year
Field use:	School Aid Act, MCL 388.1707
State of Michigan office contact:	Department of Labor and Economic Growth/Adult Education, Dean Smith, 517-335-0386 or SmithD20@michigan.gov
Field specification:	One-character, fill with blanks
Record position/type:	816, integer
Code/format:	For participant enrolled in adult education programs (N) 1 With GED 2 With diploma 3 Neither GED nor diploma
Dependencies with other fields:	Fields 99 – 102: Adult Education FTE

Programming edits: Error check to ensure that the code is not out of range.

Fatal errors occur when the field contains an invalid value.

Warning (none)

Definition: Participant is enrolled and attending a Department-approved program and the participant:

- 1 has received a general education development (GED) certificate, or
- 2 has received a high school diploma, or
- 3 has not received a GED and has not graduated from high school.

Field 110: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved field
State of Michigan office contact:	N/A
Field specification:	Two-character
Record position/type:	817-818
Code/format:	Pad this field with blanks
Dependencies with other fields:	None

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 111: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved field
State of Michigan office contact:	N/A
Field specification:	Four-character
Record position/type:	819-822
Code/format:	Pad this field with blanks
Dependencies with other fields:	None

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Structure for Student Expulsion

Definition of Expulsion for Purposes of SRSD Reporting: Expulsion of students from the school district refers to students who have been officially removed by board action from the formal educational setting because of any of the codes listed in Field 115: Incident Type. This would include students placed in an alternative educational setting, for example, as well as those for whom the district continues to provide education services within the home. Such placements are reported in Field 120: Follow-Up After Expulsion.

Expulsion and Exit Codes: Students who are expelled from education in the school district and continue to receive services from the district are not reported as having exited the district. Students who continue to receive services are reported in Field 23: District Exit Status as code "19" (expected to continue in the same school district). Field 24: Exit Date would remain blank. This situation will require that Field 120: Follow-up after Expulsion contain code "3" (placed in alternative school) or code "7" (instructional services in the home).

Reporting data for students with disabilities receiving special education programs/services:

For all students with disabilities receiving special education programs and/or services who have been officially expelled from the school district by board action, complete all applicable **Expulsion fields (112 -120)**.

If prior to the expulsion the student was temporarily removed to an interim alternative educational setting, or was suspended, **as a result of the same incident**, also complete the applicable **Special Education Disciplinary Action fields (126 -137)**.

Field 112: Date Incident Occurred

Submission cycle:	Fall, spring and end-of-year
Field use:	Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912
State of Michigan office contact:	MDE/Grants Coordination and School Support, Coordinated School Health and Safety Programs Unit; Bob Higgins, 517-241-4284 or HigginsR@michigan.gov . MDE/Grants Coordination and School Support, Coordinated School Health and Safety Programs Unit; Kyle Guerrant, 517-241-4284 or GuerrantK@michigan.gov .
Field specification:	10-character
Record position/type:	823-832, integer with slashes
Code/format:	Month, day, and year (MM/DD/CCYY)

All dates must appear in the following manner: DD must be a number between 01 and 31, and CCYY represents the year. For example, May 8, 1987 = 05/08/1987. Each MM must be one of the following:

01 January	07 July
02 February	08 August
03 March	09 September
04 April	10 October
05 May	11 November
06 June	12 December

Dependencies with other fields: Field 113: Date Expelled.

Programming edits: Error check to ensure a valid date is in this field and not out of range. If this field is blank and Field 113: Date Expelled contains a valid date, a fatal error will occur.

Definition: The date used in this field is the day the incident that led to the expulsion occurred.

Common entry errors: The entry of the current date instead of the date the incident occurred.

Field 113: Date Expelled

Submission cycle:	Fall, spring and end-of-year
Field use:	Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912
State of Michigan office contact:	MDE/Grants Coordination and School Support, Coordinated School Health and Safety Programs Unit; Bob Higgins, 517-241-4284 or HigginsR@michigan.gov . MDE/Grants Coordination and School Support, Coordinated School Health and Safety Programs Unit; Kyle Guerrant, 517-241-4284 or GuerrantK@michigan.gov .
Field specification:	10-character
Record position/type:	833-842, integer with slashes
Code/format:	Month, day, and year (MM/DD/CCYY)

All dates must appear in the following manner: DD must be a number between 01 and 31, and CCYY represents the year. For example, May 8, 1987 = 05/08/1987. Each MM must be one of the following:

01 January	07 July
02 February	08 August
03 March	09 September
04 April	10 October
05 May	11 November
06 June	12 December

Dependencies with other fields: Field 23: District Exit Status; Field 112 through Field 117, Field 119: Primary Victim of Incident; Field 120: Follow-up after Expulsion.

Programming edits: Fatal errors occur when an invalid date is in the field; the field is blank, and Field 23: District Exit Status contains the value "10"; or when this field is reported and any of the following fields are blank: 112, 114, 115, 116, 117, 119, 120.

Note: See programming edits for Field 120: Follow-up after Expulsion, for reporting expelled students who have since re-enrolled in the district.

Definition: The date the school board, its designee or hearing officer took action to expel the student from the district.

Common entry errors: The entry of the current date instead of the actual date the student was expelled.

Field 114: Length of Expulsion

Submission cycle:	Fall, spring and end-of-year
Field use:	Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912
State of Michigan office contact:	MDE/Grants Coordination and School Support, Coordinated School Health and Safety Programs Unit; Bob Higgins, 517-241-4284 or HigginsR@michigan.gov . MDE/Grants Coordination and School Support, Coordinated School Health and Safety Programs Unit; Kyle Guerrant, 517-241-4284 or GuerrantK@michigan.gov .
Field specification:	Three-character, leading zero when reported, padded with blanks when not reported.
Record position/type:	843-845, integer, right-justified
Code/format:	This is a three-position field (NNN). The actual number of school/instructional days the student will not be in an educational setting.
Dependencies with other fields:	Field 113: Date Expelled

Programming edits: The number cannot be greater than "185", unless it is the number "888". If Field 113: Date Expelled, contains a valid date, this field must be reported. A fatal error occurs otherwise.

Fatal errors occur when a value is greater than "185" (with the exception of the number "888"); or this field is blank, and Field 113: Date Expelled has a valid date.

Message: A value is recorded that is greater than is allowed or value is missing.

Warning (none)

Definition: The length of expulsion is the amount of time in instructional days that the student will be out of school because of the expulsion (i.e., the period of time in days for which the student was expelled). Use "888" if the expulsion was permanent. Use "185" if the expulsion was for a full school year.

Field 115: Incident Type

Submission cycle:	Fall, spring and end-of-year
Field use:	Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912
State of Michigan office contact:	MDE/Grants Coordination and School Support, Coordinated School Health and Safety Programs Unit; Bob Higgins, 517-241-4284 or HigginsR@michigan.gov . MDE/Grants Coordination and School Support, Coordinated School Health and Safety Programs Unit; Kyle Guerrant, 517-241-4284 or GuerrantK@michigan.gov .
Field specification:	Two-character, leading zero
Record position/type:	846-847, integer
Code/format:	The primary occurrence that led to the student being expelled (NN): <i>Violence</i> 01 Homicide 02 Kidnapping 03 Sexual Assault 04 Robbery 05 Intimidation/Stalking 07 Physical Assault 08 Aggravated/Felonious Assault 09 Sexual Harassment <i>Dangerous Weapons</i> 20 Handgun 21 Rifle/Shotgun 22 Other Firearms 23 Other Dangerous Weapons <i>Prohibited Substances</i> 30 Drugs/Narcotics 31 Use/Possession of Alcohol <i>Prohibited Behaviors</i> 40 Burglary 41 Larceny/Theft 42 False Alarm 43 Loitering 44 Bomb Threat 45 Truancy 46 Trespassing 47 Breaking and Entering 48 Extortion 49 Graffiti 50 Gambling 51 Refusal to Identify Self

- 52 Disruption of the Education Process/Student Protest Demonstration
- 53 Fraud or Bribery
- 54 Damage to Property
- 55 Arson
- 56 Other Behaviors

Bias Incidents

- 70 Religion
- 71 Disability
- 72 Racial/Ethnic Intimidation
- 73 Sexual Orientation

Dependencies with other fields: Field 113: Date Expelled; Field 118: Estimated Cost of Property Damage

Programming edits: If Field 113: Date Expelled contains a valid date, then Field 115 must contain valid data. If code "54" (Damage to Property) is used, then Field 118: Estimated Cost of Property Damage must be populated. A fatal error occurs if this field contains a single digit either preceded or followed by a blank.

Message: Invalid value encountered, or value is missing.

Warning (none)

Definition: The primary and most recent reason that led to the expulsion of the student:

Violence - Unjust or unwarranted exercise of force, usually with the accompaniment of vehemence, outrage, or fury.

- 01 Homicide - The killing of one human being by another.
- 02 Kidnapping - The unlawful seizure, transportation, and/or detention of a person against her/his will, or of a minor without the consent of his/her custodial parent(s) or legal guardian.
- 03 Sexual Assault- Any sexual act directed against another person, forcibly and/or against that person's will; or, not forcibly or against the person's will where the victim is incapable of giving consent. Force or coercion can be used or threatened. Use of authority can be a form of coercion. These incidents are further defined in Sections 750.520b to 750.520e and 750.520g of the Michigan Compiled Laws.
- 04 Robbery - The taking or attempting to take anything of value under confrontational circumstances from the care, custody, or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear of immediate harm.
- 05 Intimidation/Stalking - To unlawfully place another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack.
- 07 Physical Assault - Intentionally causing or attempting to cause physical harm to another through force in violence as defined in Section 380.1310(3)(b) and 380.1311a(12)(b) of the MCL.

- 08 Aggravated/Felonious Assault - An unlawful attack by one person upon another wherein the offender uses a weapon or displays it in a threatening manner, or the victim suffers obvious severe or aggravated broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness.
- 09 Sexual Harassment - Unwanted, repeated, verbal or physical sexual actions, gestures, or verbal or written comments of a sexual nature which are offensive and objectionable to the recipient, cause discomfort or humiliation and interfere with school performance.

Dangerous Weapons - The violation of laws, ordinances or district policy prohibiting the manufacture, sale, purchase, transportation, possession, concealment, or use of firearms, cutting instruments, or other deadly weapons.

- 20 Handgun - Use or possession of a firearm that has a short stock and is designed to be held and fired by the use of a single hand.
- 21 Rifle/Shotgun - Use of a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder, and designed or redesigned and made or remade to use the energy of an explosive to fire through a smooth bore either a number of or a single projectile.
- 22 Other Firearms - Use of a firearm other than a handgun or a rifle/shotgun, including any weapon converted to expel a projectile; any explosive, incendiary, poison gas, bomb, grenade, rocket/missile, mine, or similar device as defined in the Gun-Free Schools Act.
- 23 Other Dangerous Weapons - Use of a dagger, dirk, stiletto, knife with blade over three inches in length, pocket knife opened by mechanical device, iron bar or brass knuckles as defined in Section 380.1313 of the MCL.

Prohibited Substances

- 30 Drugs/Narcotics - The violation of laws prohibiting the production, distribution, and/or use of certain controlled substances and the equipment or devices utilized in their preparation and/or use. Does not include tobacco.
- 31 Use or Possession of Alcohol - Unlawful purchasing, manufacturing, transporting, selling, using or possessing intoxicating alcoholic beverages.

Prohibited Behaviors

- 40 Burglary - Unlawful entry into a building or other structure, with the intent to commit a crime.
- 41 Larceny/Theft - The unlawful taking, carrying, leading, or riding away of property from the possession, or constructive possession, of another person.
- 42 False Alarm - The act of initiating a fire alarm or initiating a warning of a fire or other catastrophe without just cause.
- 43 Loitering - The act of being in or about any school building, or in a specifically restricted area of a school building at unauthorized times or without the specific authorization of the school personnel.

- 44 Bomb or Similar Threat - The act of making a bomb or similar threat directed at a school building, other school property or a school-related event as defined in Section 380.1311a(2) of the MCL.
- 45 Truancy - The act of unauthorized absence from school or classes for a specified period as outlined in the district's attendance policy.
- 46 Trespassing - To enter or remain on a public school campus or facility without authorization and with no lawful purpose for entry.
- 47 Breaking and Entering - Unlawful entry into a building or other structure. This applies to school buildings or activities related to school functions.
- 48 Extortion - To unlawfully obtain money, property or any other thing of value, either tangible or intangible, through the use or threat of force, misuse of authority, threat of criminal prosecution, threat of destruction of reputation or social standing or through other coercive means.
- 49 Graffiti - The willful or malicious defacement of any public or private property, real or personal, without the consent of the owner or person having custody or control.
- 50 Gambling - The accepting, recording, or registering of bets, or carrying on a game or any other lottery, or playing any game of chance, for money or other item of value.
- 51 Refusal to Identify Self - Refusing to show identification card and/or give correct name when requested to do so by school personnel.
- 52 Disruption of the Education Process/Student Protest Demonstration - Student protest, demonstration or behavior which seriously disrupts any school activity or the orderly and safe operation of the school.
- 53 Fraud or Bribery - The intentional use of deceit, a trick or some dishonest means to deprive another of money, property or a legal right. The giving, offering, promising or requesting a commission, gift, or gratuity to another person with intent to influence action.
- 54 Damage to Property - The willful or malicious destruction, damage, injury, or disfigurement or defacement of any public or private property, real or personal, without the consent of the owner or person having custody or control.
- 55 Arson - To unlawfully and intentionally damage, or attempt to damage, any real or personal property by fire or incendiary device as defined in Sections 750.71 to 750.80 of the Michigan Compiled Laws.
- 56 Other behaviors that result in expulsion.

Bias Incidents - Many of the above offenses/infractions or behaviors indicate a motivation by the student to commit the offense because of his/her bias against a racial, religious, ethnic/national-origin, or sexual-orientation group. Such an act requires sufficient objective facts to conclude that the offender's actions were motivated, in whole or in part, by a bias listed below:

70 Religion

71 Disability

72 Racial/Ethnic Intimidation

73 Sexual Orientation

Field 116: Location of Incident

Submission cycle:	Fall, spring and end-of-year										
Field use:	Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912										
State of Michigan office contact:	MDE/Grants Coordination and School Support, Coordinated School Health and Safety Programs Unit; Bob Higgins, 517-241-4284 or HigginsR@michigan.gov . MDE/Grants Coordination and School Support, Coordinated School Health and Safety Programs Unit; Kyle Guerrant, 517-241-4284 or GuerrantK@michigan.gov .										
Field specification:	One-character, fill with blank										
Record position/type:	848, integer										
Code/format:	This is a one-position field (N). <table><tr><td>1</td><td>On school grounds</td></tr><tr><td>2</td><td>On a school vehicle</td></tr><tr><td>3</td><td>A school-related function outside of school property</td></tr><tr><td>4</td><td>A non-school-related function</td></tr><tr><td>5</td><td>Other</td></tr></table>	1	On school grounds	2	On a school vehicle	3	A school-related function outside of school property	4	A non-school-related function	5	Other
1	On school grounds										
2	On a school vehicle										
3	A school-related function outside of school property										
4	A non-school-related function										
5	Other										
Dependencies with other fields:	Field 113: Date Expelled										

Programming edits: Error check to ensure a valid code is not out of range. If Field 113: Date Expelled, contains a valid date, this field must be reported. A fatal error occurs otherwise.
Warning (none)

Definition: Enter the location of the incident that precipitated the expulsion.

- 1 On school grounds. A location in a school building or within the boundaries of school property.
- 2 A location on a school bus or other school-related vehicle.
- 3 A school-related function outside of school property. Any location beyond school boundaries where the school still has responsibility for the student (e.g., on a field trip or at an athletic event).
- 4 A non-school-related function. A function held at a non-school facility with school knowledge (e.g., a senior class picnic or prom dance).
- 5 Other

Field 117: Time of Incident

Submission cycle:	Fall, spring and end-of-year
Field use:	Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912
State of Michigan office contact:	MDE/Grants Coordination and School Support, Coordinated School Health and Safety Programs Unit; Bob Higgins, 517-241-4284 or HigginsR@michigan.gov . MDE/Grants Coordination and School Support, Coordinated School Health and Safety Programs Unit; Kyle Guerrant, 517-241-4284 or GuerrantK@michigan.gov .
Field specification:	One-character
Record position/type:	849, integer
Code/format:	The time that the incident occurred: 1 During school hours 2 Outside school hours
Dependencies with other fields:	Field 113: Date Expelled

Programming edits: Fatal errors occur when an invalid value is in the field. If Field 113: Date Expelled, contains a valid date, this field must be reported. A fatal error occurs otherwise.

Message: Invalid value encountered, or value is missing.

Warning (none)

Definition: Indicate whether the incident occurred before, during, or after school hours.

Field 118: Estimated Cost of Property Damage

Submission cycle:	Fall, spring and end-of-year
Field use:	Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912
State of Michigan office contact:	MDE/Grants Coordination and School Support, Coordinated School Health and Safety Programs Unit; Bob Higgins, 517-241-4284 or HigginsR@michigan.gov . MDE/Grants Coordination and School Support, Coordinated School Health and Safety Programs Unit; Kyle Guerrant, 517-241-4284 or GuerrantK@michigan.gov .
Field specification:	Five-character, right-justified, no comma
Record position/type:	850-854, integer
Code/format:	This is a five-position field (NNNNN).
Dependencies with other fields:	Field 115: Incident Type

Programming edits: Fatal errors occur when a value less than zero is reported, if the field is blank and Field 115: Incident Type contains the code "54," or the field is blank and Field 113: Date Expelled, has a valid date.

Message: A valid amount is expected. Verify that Field 115: Incident Type is correct, or the value is greater than zero.

Warning (none)

Definition: Indicate the estimated or actual cost of out-of-pocket expense to repair or replace the damaged property as required in MCL 380.1310a(2). The five-digit field is used for costs up to \$99,999.

Field 119: Primary Victim of Incident

Submission cycle:	Fall, spring and end-of-year
Field use:	Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912
State of Michigan office contact:	MDE/Grants Coordination and School Support, Coordinated School Health and Safety Programs Unit; Bob Higgins, 517-241-4284 or HigginsR@michigan.gov . MDE/Grants Coordination and School Support, Coordinated School Health and Safety Programs Unit; Kyle Guerrant, 517-241-4284 or GuerrantK@michigan.gov .
Field specification:	Two-character, leading zero
Record position/type:	855-856, integer
Code/format:	The person to whom the incident was directed (NN) 01 Another student 02 Teacher 03 Administrator 04 Other district staff member 05 School-based law enforcement 06 Contractor or non-school personnel 07 School volunteer 08 No victim
Dependencies with other fields:	Field 113: Date Expelled

Programming edits: Error check to ensure a valid code is not out of range. If Field 113: Date Expelled, contains a valid date, this field must be reported. A fatal error occurs otherwise.

Fatal errors occur when an invalid value is in the field, or the field is blank and Field 113: Date Expelled has a valid date. A fatal error occurs if this field contains a single digit either preceded or followed by a blank.

Message: Invalid value encountered, or value is missing.

Warning (none)

Definition: Indicate who the primary victim of the incident was.

Field 120: Follow-Up after Expulsion

Submission cycle:	Fall, spring and end-of-year																		
Field use:	Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Safe and Drug Free Schools and Communities Act, 20 USC 7112, 20 USC 7151, 20 USC 7912																		
State of Michigan office contact:	MDE/Grants Coordination and School Support, Coordinated School Health and Safety Programs Unit; Bob Higgins, 517-241-4284 or HigginsR@michigan.gov . MDE/Grants Coordination and School Support, Coordinated School Health and Safety Programs Unit; Kyle Guerrant, 517-241-4284 or GuerrantK@michigan.gov .																		
Field specification:	One-character																		
Record position/type:	857, integer																		
Code/format:	The activity occurring as a result of the expulsion (N). <table><tr><td>1</td><td>Referred to Community Mental Health</td></tr><tr><td>2</td><td>Student expelled with no education services</td></tr><tr><td>3</td><td>Placed in alternative school for expelled students</td></tr><tr><td>4</td><td>Referred to Department of Human Services</td></tr><tr><td>5</td><td>Placed in strict discipline academy - MCL 380.1311(3)</td></tr><tr><td>6</td><td>Referred to court</td></tr><tr><td>7</td><td>Instructional services to the student at home</td></tr><tr><td>8</td><td>No referral</td></tr><tr><td>9</td><td>Other</td></tr></table>	1	Referred to Community Mental Health	2	Student expelled with no education services	3	Placed in alternative school for expelled students	4	Referred to Department of Human Services	5	Placed in strict discipline academy - MCL 380.1311(3)	6	Referred to court	7	Instructional services to the student at home	8	No referral	9	Other
1	Referred to Community Mental Health																		
2	Student expelled with no education services																		
3	Placed in alternative school for expelled students																		
4	Referred to Department of Human Services																		
5	Placed in strict discipline academy - MCL 380.1311(3)																		
6	Referred to court																		
7	Instructional services to the student at home																		
8	No referral																		
9	Other																		
Dependencies with other fields:	Field 113: Date Expelled; Field 23: Exit Status; Field 29: Program Eligibility/Participation I																		

Programming edits: If Field 113: Date Expelled, contains a valid date, this field must be reported. A fatal error occurs otherwise. When reporting codes "1", "2", "4", "5", "6", "8", or "9", Field 23: District Exit Status must be set to code "10" unless the date in Field 113: Expulsion Date is prior to that in Field 20: Enrollment Date, then Field 23: Exit Status must be "19" (continuing). No exit date should be reported in Field 24: Date Exited. *NOTE: This is to allow the reporting of expelled students who have subsequently re-enrolled.*

When reporting codes "3" or "7", Field 23: District Exit Status must be set to code "19" (expected to continue). No exit date should be reported in Field 24: Date Exited.

Warning: A warning will occur when position 2 of Field 29: Program Eligibility/Participation I contains "1" and this field does not contain code "3" or "7".

Message: Students with disabilities receiving special education programs/services should continue to receive education services after expulsion.

Definition: In addition to a referral to a law enforcement agency (as required in statute) indicate what activity was taken as a result of the expulsion.

1. Referred to Community Mental Health.
2. Student expelled with no education services.
3. Placed in alternative school for expelled students. The student has not been expelled from the district and continues to receive services in an alternate setting. Field 23: District Exit Status, should indicate that the student continues to receive services from the district (code "19").
4. Referred to Department of Human Services.
5. Placed in strict discipline academy - MCL 380.1311(3).
6. Referred to court.
7. Instructional services to the student at home. Field 23: District Exit Status should indicate that the student continues to receive services from the district (code "19").
8. No referral.
9. Other.

Field 121: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved field
State of Michigan office contact:	N/A
Field specification:	Two-character
Record position/type:	858-859
Code/format:	Pad with blanks
Dependencies with other fields:	None

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Structure for Single Record Submission

Field 122: Reserved Field

Submission cycle:	Fall, spring and end-of-year
Field use:	Reserved field
State of Michigan office contact:	N/A
Field specification:	One-character
Record position/type:	860
Code/format:	Pad with blanks
Dependencies with other fields:	None

Definition: This field is reserved for future use.

Programming edits: No fatal errors.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

Field 123: Date of Count

Submission cycle:	Fall, spring and end-of-year																								
Field use:	Required in order to associate a given student record to a specific time period																								
State of Michigan office contact:	CEPI customer support, 517-335-0505 or CEPI@michigan.gov																								
Field specification:	10-character																								
Record position/type:	861-870, integer with slashes																								
Code/format:	Month, day, and year (MM/DD/CCYY)																								
	This field has a default code. All dates must appear in the following manner: DD must be the number of a day between 01 and 31, and CCYY represents the year. For example, May 8, 1987 = 05/08/1987. Each MM must be one of the following:																								
	<table><tr><td>01</td><td>January</td><td>07</td><td>July</td></tr><tr><td>02</td><td>February</td><td>08</td><td>August</td></tr><tr><td>03</td><td>March</td><td>09</td><td>September</td></tr><tr><td>04</td><td>April</td><td>10</td><td>October</td></tr><tr><td>05</td><td>May</td><td>11</td><td>November</td></tr><tr><td>06</td><td>June</td><td>12</td><td>December</td></tr></table>	01	January	07	July	02	February	08	August	03	March	09	September	04	April	10	October	05	May	11	November	06	June	12	December
01	January	07	July																						
02	February	08	August																						
03	March	09	September																						
04	April	10	October																						
05	May	11	November																						
06	June	12	December																						

Dependencies with other fields: None

Programming edits: There must be a date in this field. Error check to ensure that the date is not out of range, blank, or invalid. If so, a *fatal error* is reported.

Fatal errors occur when the date does not equal the date assigned by the state of Michigan for the submission period. This date may not necessarily be the date on which the district actually completed its count (for example if a snow day or other event caused school to not be held in the district on the count day assigned by the state).

Message: Check to ensure that the date is not out of range, missing, or not a valid date.

Definition: Use the count date (fourth Wednesday in September, second Wednesday in February). For end-of-year, use "06/30/2009".

Note: although 06/30 is the month and date that populates Field 123, when extracting students for the end-of-year SRSD submission, local student management systems should be set to include students who may have enrolled after the spring submission, were present on the last day of the current academic year, and were exited from the district afterward. For example, this would include a student who enrolled as a senior after the spring count and then graduated from the district at the end of the current academic year.

Field 124: Unique Identification Code (UIC)

Submission cycle:	Fall, spring and end-of-year
Field use:	NCLB, 20 USC 6311; Perkins IV (P.L. 109-270)
State of Michigan office contact:	CEPI customer support, 517-335-0505 or CEPI@michigan.gov
Field specification:	Ten-character, integer
Record position/type:	871-880, integer
Dependencies with other fields:	None

Programming edits: Error check to ensure that the UIC is valid.

Fatal errors occur when an invalid number or alpha character is used.

Message: This is not a valid UIC number. Please replace with the student's correct primary UIC.

Fatal errors occur when the UIC submitted is not the correct UIC for the student's core fields.

Message: This UIC is does not match the submitted student's core fields. Please replace with the student's correct primary UIC.

Fatal errors occur when the UIC submitted is a secondary UIC.

Message: The UIC submitted is not the primary UIC for this student. Please replace with the student's correct primary UIC.

Warning (none)

Definition: This field contains the Unique Identification Code (UIC) produced by the Center for Educational Performance and Information.

NOTE: Beginning with the fall 2008 collection, all records will be required to contain the correct UIC for the student in the record. Blanks will not be accepted. Secondary UIC codes will not be valid. Records must contain primary codes only. You will need to obtain valid UICs for all students prior to submission of the SRSD file.

Field 125: Program Eligibility/Participation II

Submission cycle:	Fall, spring and end-of-year
Field use:	School Aid Act, MCL 388.1624 (Alternative Education); R340.3(d) (Out-of-State Students); NCLB, 20 USC 6311 (identifying foreign exchange students for omission from AYP calculations); Public Law 107 -110, Title III (84.365A)
State of Michigan office contact:	CEPI customer support, 517-335-0505 or CEPI@michigan.gov
Field specification:	20-character field, blanks not accepted
Record position/type:	881-900, Boolean (integer)
Code/Format:	<p>This is a unique twenty-position field (NNNNNNNNNNNNNNNNNN) with a default code of "00000000000000000000." According to student status, report either a "0" or "1" in the proper position. Because this is a multiple-occurrence field, the indicator of the code is located by position in the format. For example, an alternative education student would receive a code of "10000000000000000000." This field will allow for multiple occurrences.</p> <p>Alternative Education (first position) Developmental/Retention Kindergarten (second position) Out-of-State (third position) 21st Century Community Learning Center Program (21st CCLC) (fourth position) International Student (fifth position) 10/30-Day Rule (sixth position) Immigrant Status (seventh position) reserved for future use (eighth position) reserved for future use (ninth position) reserved for future use (tenth position) reserved for future use (eleventh position) reserved for future use (twelfth position) reserved for future use (thirteenth position) reserved for future use (fourteenth position) reserved for future use (fifteenth position) reserved for future use (sixteenth position) reserved for future use (seventeenth position) reserved for future use (eighteenth position) reserved for future use (nineteenth position) reserved for future use (twentieth position)</p>
Dependencies with other fields:	Field 19: Grade or Setting; Field 4: Resident LEA; Field 18: FTE in General Education; Field 40: FTE in Section 52; Field 41: FTE in Section 53; Field 82: Funding Participation

Programming edits: Error check to ensure a valid code is in this field and is not out of range. If the third position of this field contains "1", Field 4: Resident LEA may be blank.

Fatal errors occur when:

- The field is blank, if any of the twenty-digit codes are out-of-range, or if a reserved position (eighth through twentieth positions) does not contain "0".
- The third position of this field (out-of-state student) contains a "1" and the FTE reported in either Field 18: FTE in General Education, Field 40: FTE in Section 52, or Field 41: FTE in Section 53 is greater than "0.00."
- If the second position of this field contains a "1" and Field 19: Grade or Setting does not contain "00".
- The seventh position of this field (immigrant status) contains a "1" and the student is less than 3 or more than 21 years of age as of September 1 of the current school year.

Message: The twenty-digit code contains at least one blank or contains an invalid number.

Warning (none)

Definition: This field is used to identify the type of categorical program/service for which the student is eligible and enrolled.

10000000000000000000	Alternative Education (first position). Student is currently participating in an alternative education program. For alternative education, use Field 19: Grade or Setting to report the appropriate grade level for students currently participating in alternative education and report alternative education status in Field 125: Program Participation/Eligibility II.
01000000000000000000	Developmental/Retention Kindergarten (second position). Student is in a Developmental/Retention Kindergarten program. Field 19: Grade or Setting must contain "00" if this position contains a "1".
00100000000000000000	Out-of-State (third position). Student attends the district from a state or a province other than Michigan. Field 4: Resident LEA Number may be left blank when the third position of Field 125 contains "1". No FTE may be claimed in Field 18: FTE in General Education (Membership) or Field 40: FTE in Section 52 (Membership) or Field 41: FTE in Section 53 (Membership).
00010000000000000000	21st Century Community Learning Center Program (21st CCLC) (fourth position). Student participated in at least 30 sessions of an after-school or summer program funded through a 21st CCLC grant. For questions, please contact the Office of Early Childhood Education and Family Services at 517.373.8483.
00001000000000000000	Foreign Student (fifth position). Student is a foreign student participating in an international student exchange program.

00000100000000000000	10/30-Day Rule (sixth position). Student has zero days attendance but qualifies for FTE under the 10/30 day rule. Includes expelled or suspended students claimed under the 45 day rule (see State Aid Act, Section 6(8) at: http://www.legislature.michigan.gov/(01ephafukcom5155x3fu1uq3)/printDocument.aspx?objectName=mcl-Act-94-of-1979andversion=txt).
00000010000000000000	Immigrant Status. To indicate that a student or youth enrolled in your district has immigrated to the United States from another country and <ul style="list-style-type: none"> a. who is aged 3 through 21 years; b. was not born in any State; and c. has not attended one or more schools in any one or more States for more than 3 full academic years.
00000001000000000000	Reserved for future use.
00000000100000000000	Reserved for future use.
00000000010000000000	Reserved for future use.
00000000001000000000	Reserved for future use.
00000000000100000000	Reserved for future use.
00000000000010000000	Reserved for future use.
00000000000001000000	Reserved for future use.
00000000000000100000	Reserved for future use.
00000000000000010000	Reserved for future use.
00000000000000001000	Reserved for future use.
00000000000000000100	Reserved for future use.
00000000000000000010	Reserved for future use.
00000000000000000001	Reserved for future use.

Structure for Special Education Disciplinary Action Fields

Three disciplinary action types must be reported to the Michigan Department of Education for students with disabilities receiving special education programs/services:

- (1) expulsion (use Fields 112-120)
- (2) removal to an Interim Alternative Educational Setting (use Fields 126-133), and
- (3) suspension (use Fields 134-137)

Expulsions	
Fields 112-120	Expulsions
Interim Alternative Educational Setting	
Fields 126 and 127	Removals by Hearing Officer
Fields 128 and 129	Removals Following a Weapons Offense
Fields 130 and 131	Removals Following a Drug Offense
Fields 132 and 133	Removals Following Serious Bodily Injury
Suspensions	
Fields 134 and 135	In-School Suspensions
Fields 136 and 137	Out-Of-School Suspensions

Definitions Related to Expulsions of Students with disabilities receiving special education programs/services:

Expulsion – An action taken by the local educational agency removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Include removals resulting from violations of the Gun-Free Schools Act that are modified to less than 365 days. (SRSD Data Field Descriptions, 112-120).

Definitions Related to the Removal of Students with disabilities receiving special education programs/services to an Interim Alternative Educational Setting:

Unilateral Removal to an Interim Alternative Educational Setting – Instances in which school personnel (not the IEP team) order the removal of children with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 school days. The IEP team is responsible for determining the interim alternative educational

setting. Unilateral removals do NOT include decisions by the IEP team to change a student's placement.

Example #1: a student with disabilities receiving special education programs/services who participates in general education classroom programs is removed to a self-contained special education program for 30 days while the IEP team develops a behavioral program to address the student's behavioral issues.

Example #2: a student with disabilities receiving special education programs/services who participates in general education and special-education classroom programs is removed to an ISD or separate school for self-contained special education program for 20 days while the IEP team develops a behavioral program to address the student's behavioral issues.

Removal by a Hearing Officer – Those instances in which an impartial hearing officer orders the removal of a child with disabilities from his/her current educational placement to an appropriate alternative educational setting for not more than 45 school days based on the hearing officer's determination that maintaining the child's current placement is substantially likely to result in injury to the child or others. The IEP team is responsible for determining the interim alternative educational setting.

Dangerous Weapon – A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such a term does NOT include a pocket knife with a blade of less than 2½ inches in length (18 U.S.C. Section 930(g)(2)).

Drug Offenses – The use, possession, sale, or solicitation of drugs as identified in 21 U.S.C. Section 812(c). These offenses do NOT include use, possession, sale, or solicitation of alcohol or tobacco.

Serious Bodily Injury – A bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty (18 U.S.C. Section 1365(3)(h)).

Definitions Related to Suspensions of Students with disabilities receiving special education programs/services:

In-School Suspension – Instances in which a student is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means a school staff member is physically in the same location as students under its supervision. Do not include suspensions that are less than half of a school day.

Example: a student with disabilities receiving special education programs/services is removed from a general education or special-education classroom program for disciplinary purposes and is sent to the school's in-school suspension program for more than half a day.

Out-of-School Suspension – Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is 10 days or

less, and removals in which the child continues to receive services according to his/her IEP. Do not include suspensions that are less than half of a school day.

Example: a student with disabilities receiving special education programs/services is removed from a general education or special-education classroom program for disciplinary purposes and is placed in out-of-school suspension for greater than half a day.

Multiple Disciplinary Actions

At times a student experiences multiple disciplinary actions from a single event. For example, the student might receive an in-school suspension for greater than half a day, take the bus home, and is followed up by two-day out-of-school suspension. Both events should be recorded, even though there was only one precipitating action.

Please note that the data reported in Fields 126–137 are cumulative data for the entire school year, not for the collection period only.

Field 126: Special Education Disciplinary Action: Total Number of Removals by Hearing Officer

Submission cycle:	Fall, spring and end-of-year
Field use:	Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k))
State of Michigan office contact:	Michigan Department of Education, Office of Special Education and Early Intervention Services, James Nuttall, Ph.D., 517-335-0454 or NuttallJ@michigan.gov
Field specification:	Two-character, leading zero when reported, padded with blanks when not reported
Record position/type:	901-902 integer
Code/format:	01 to 99 (NN)
Dependencies with other fields:	Field 36: Primary Disability, Field 127: Special Education Disciplinary Action: Total Days of Removal by Hearing Officer

Programming edits: If a valid non-zero integer occurs in this field, then Field 36: Primary Disability and Field 127: Special Education Disciplinary Action: Total Days of Removal by Hearing Officer must contain valid entries. Fatal errors occur otherwise. If populated, this field must contain a numeric value between "01" and "99". A fatal error occurs otherwise.

Definition: Specify the total number of times for the school year that the student was removed to an interim alternative educational setting based on a special education hearing officer's determination.

Removal by a Hearing Officer

These are instances in which an impartial hearing officer orders the removal of students with disabilities receiving special education programs/services from their current educational placements to appropriate alternative educational settings for not more than 45 days, based on the hearing officer's determination that the public agency has demonstrated by substantial evidence that maintaining the students' current placements is substantially likely to result in injury to the students or others.

Please note that the data reported in Fields 126–137 are cumulative data for the entire school year, not for the collection period only.

Field 127: Special Education Disciplinary Action: Total Days of Removal by Hearing Officer

Submission cycle:	Fall, spring and end-of-year
Field use:	Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k))
State of Michigan office contact:	Michigan Department of Education, Office of Special Education and Early Intervention Services, James Nuttall, Ph.D., 517-335-0454 or NuttallJ@michigan.gov
Field specification:	Three-character, leading zero when reported, padded with blanks when not reported
Record position/type:	903-905, integer
Code/format:	001 to 365 (NNN)
Dependencies with other fields:	Field 36: Primary Disability, Field 126: Special Education Disciplinary Action: Total Number of Removals by Hearing Officer

Programming edits: If a valid non-zero integer occurs in this field, then Field 36: Primary Disability and Field 126: Special Education Disciplinary Action: Total Number of Removals by Hearing Officer must contain valid entries. Fatal errors occur otherwise. If populated, then this field must contain a numeric value between "001" and "365". A fatal error occurs otherwise.

Definition: Specify the total days for the school year that the student was removed to an interim alternative educational setting based on a special education hearing officer's determination.

Removal by a Hearing Officer

These are instances in which an impartial hearing officer orders the removal of students with disabilities receiving special education programs/services from their current educational placements to appropriate alternative educational settings for not more than 45 days, based on the hearing officer's determination that the public agency has demonstrated by substantial evidence that maintaining the students' current placements is substantially likely to result in injury to the students or others.

Please note that the data reported in Fields 126–137 are cumulative data for the entire school year, not for the collection period only.

Field 128: Special Education Disciplinary Action: Total Number of Unilateral Removals Following a Weapons Offense

Submission cycle:	Fall, spring and end-of-year
Field use:	Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k))
State of Michigan office contact:	Michigan Department of Education, Office of Special Education and Early Intervention Services, James Nuttall, Ph.D., 517-335-0454 or NuttallJ@michigan.gov
Field specification:	Two-character, leading zero when reported, padded with blanks when not reported
Record position/type:	906-907, integer
Code/format:	01 to 99 (NN)
Dependencies with other fields:	Field 36: Primary Disability, Field 129: Special Education Disciplinary Action: Total Days of Removal Following Weapons Offense

Programming edits: If a valid non-zero integer occurs in this field, then Field 36: Primary Disability and Field 129: Special Education Disciplinary Action: Total Days of Removal Following Weapons Offense must contain valid entries. A fatal error occurs otherwise. If populated, this field must contain a numeric value between "01" and "99". A fatal error occurs otherwise.

Definition: Specify the total number of times for the school year that the student was removed by school personnel to an interim alternative educational setting following a weapons offense.

Unilateral Removal – A Weapons Offense

These are instances in which school personnel (not the IEP team) order the removal of students with disabilities receiving special education programs/services from their current educational placements to appropriate interim alternative educational settings for not more than 45 days, where the incidents involve weapons. Unilateral removals do NOT include decisions by the IEP team to change a student's placement. Once school personnel (NOT the IEP team) remove the student, the IEP team is then responsible for determining the interim alternative educational placement.

Please note that the data reported in Fields 126–137 are cumulative data for the entire school year, not for the collection period only.

Field 129: Special Education Disciplinary Action: Total Days of Removal Following Weapons Offense

Submission cycle:	Fall, spring and end-of-year
Field use:	Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k))
State of Michigan office contact:	Michigan Department of Education, Office of Special Education and Early Intervention Services, James Nuttall, Ph.D., 517-335-0454 or NuttallJ@michigan.gov
Field specification:	Three-character, leading zero when reported, padded with blanks when not reported
Record position/type:	908–910, integer
Code/format:	001 to 365 (NNN)
Dependencies with other fields:	Field 36: Primary Disability; Field 128: Special Education Disciplinary Action: Total Number of Unilateral Removals Following a Weapons Offense

Programming edits: If a valid non-zero integer occurs in this field, then Field 36: Primary Disability and Field 128: Special Education Disciplinary Action: Total Number of Unilateral Removals Following a Weapons Offense must contain valid entries. Fatal errors occur otherwise. If populated, this field must contain a numeric value between "001" and "365". A fatal error occurs otherwise.

Definition: Specify the total number of days for the school year that the student was removed to an interim alternative educational setting following a weapons offense.

Unilateral Removal – A Weapons Offense

These are instances in which school personnel (not the IEP team) order the removal of students with disabilities receiving special education programs/services from their current educational placements to appropriate interim alternative educational settings for not more than 45 days, where the incidents involve weapons. Unilateral removals do NOT include decisions by the IEP team to change a student's placement. Once school personnel (NOT the IEP team) remove the student, the IEP team is then responsible for determining the interim alternative educational placement.

Please note that the data reported in Fields 126–137 are cumulative data for the entire school year, not for the collection period only.

Field 130: Special Education Disciplinary Action: Total Number of Unilateral Removals Following a Drug Offense

Submission cycle:	Fall, spring and end-of-year
Field use:	Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k))
State of Michigan office contact:	Michigan Department of Education, Office of Special Education and Early Intervention Services, James Nuttall, Ph.D., 517-335-0454 or NuttallJ@michigan.gov
Field specification:	Two-character, leading zero when reported, padded with blanks when not reported
Record position/type:	911-912, integer
Code/format:	01 to 99 (NN)
Dependencies with other fields:	Field 36: Primary Disability, Field 131: Special Education Disciplinary Action: Total Days of Removals Following Drug Offense

Programming edits: If a valid non-zero integer occurs in this field, then Field 36: Primary Disability and Field 131: Special Education Disciplinary Action: Total Days of Removals Following Drug Offense must contain valid entries. Fatal errors occur otherwise. If populated, this field must contain a numeric value between "01" and "99". A fatal error occurs otherwise.

Definition: Specify the total number of times for the school year that a student was removed to an interim alternative educational setting following a drug offense(s).

Unilateral Removal – A Drug Offense

These are instances in which school personnel (not the IEP team) order the removal of students with disabilities receiving special education programs/services from their current educational placements to appropriate interim alternative educational settings for not more than 45 days, where the incidents involve the use, possession, sale, or solicitation of drugs. These incidents do not include alcohol or tobacco. Unilateral removals do NOT include decisions by the IEP team to change a student's placement. Once school personnel (NOT the IEP team) remove the student, the IEP team is then responsible for determining the interim alternative educational placement.

Please note that the data reported in Fields 126–137 are cumulative data for the entire school year, not for the collection period only.

Field 131: Special Education Disciplinary Action: Total Days of Removals Following Drug Offense

Submission cycle:	Fall, spring and end-of-year
Field use:	Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k))
State of Michigan office contact:	Michigan Department of Education, Office of Special Education and Early Intervention Services, James Nuttall, Ph.D., 517-335-0454 or NuttallJ@michigan.gov
Field specification:	Three-character, leading zero when reported, padded with blanks when not reported
Record position/type:	913-915, integer
Code/format:	001 to 365 (NNN)
Dependencies with other fields:	Field 36: Primary Disability, Field 130: Special Education Disciplinary Action: Total Number of Unilateral Removals Following a Drug Offense

Programming edits: If a valid non-zero integer occurs in this field, then Field 36: Primary Disability and Field 130: Special Education Disciplinary Action: Total Number of Unilateral Removals Following a Drug Offense must contain valid entries. Fatal errors occur otherwise. If populated, this field must contain a numeric value between "001" and "365". A fatal error occurs otherwise.

Definition: Specify the total number of days for the school year that the student was removed to an interim alternative educational setting following a drug offense(s).

Unilateral Removal – A Drug Offense

These are instances in which school personnel (not the IEP team) order the removal of students with disabilities receiving special education programs/services from their current educational placements to appropriate interim alternative educational settings for not more than 45 days, where the incidents involve the use, possession, sale, or solicitation of drugs. These incidents do not include alcohol or tobacco. Unilateral removals do NOT include decisions by the IEP team to change a student's placement. Once school personnel (NOT the IEP team) remove the student, the IEP team is then responsible for determining the interim alternative educational placement.

Please note that the data reported in Fields 126–137 are cumulative data for the entire school year, not for the collection period only.

Field 132: Special Education Disciplinary Action: Total Number of Unilateral Removals Following Serious Bodily Injury

Submission cycle:	Fall, spring and end-of-year
Field use:	Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k))
State of Michigan office contact:	Michigan Department of Education, Office of Special Education and Early Intervention Services, James Nuttall, Ph.D., 517-335-0454 or NuttallJ@michigan.gov
Field specification:	Two-character, leading zero when reported, padded with blanks when not reported
Record position/type:	916-917, integer
Code/format:	01 to 99 (NN)
Dependencies with other fields:	Field 36: Primary Disability, Field 133: Special Education Disciplinary Action: Total Days of Removal Following Serious Bodily Injury

Programming edits: If a valid non-zero integer occurs in this field, then Field 36: Primary Disability and Field 133: Special Education Disciplinary Action: Total Days of Removal Following Serious Bodily Injury must contain valid entries. Fatal errors occur otherwise. If populated, this field must contain a numeric value between "01" and "99". A fatal error occurs otherwise.

Definition: Specify the total number of times for the school year that the student was removed to an interim alternative educational setting for committing a serious bodily injury. ***Serious Bodily Injury – A bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty (18 U.S.C. Section 1365(3)(h)).***

Unilateral Removal – Serious Bodily Injury

These are instances in which school personnel (not the IEP team) order the removal of students with disabilities receiving special education programs/services from their current educational placements to appropriate interim alternative educational settings for not more than 45 days, where the incidents involve serious bodily injury. Unilateral removals do NOT include decisions by the IEP team to change a student's placement. Once school personnel (NOT the IEP team) remove the student, the IEP team is then responsible for determining the interim alternative educational placement.

Please note that the data reported in Fields 126–137 are cumulative data for the entire school year, not for the collection period only.

Field 133: Special Education Disciplinary Action: Total Days of Removal Following Serious Bodily Injury

Submission cycle:	Fall, spring and end-of-year
Field use:	Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k))
State of Michigan office contact:	Michigan Department of Education, Office of Special Education and Early Intervention Services, James Nuttall, Ph.D., 517-335-0454 or NuttallJ@michigan.gov
Field specification:	Three-character, leading zero when reported, padded with blanks when not reported
Record position/type:	918-920, integer
Code/format:	001 to 365 (NNN)
Dependencies with other fields:	Field 36: Primary Disability, Field 132: Special Education Disciplinary Action: Total Number of Unilateral Removals Following Serious Bodily Injury

Programming edits: If a valid non-zero integer occurs in this field, then Field 36: Primary Disability and Field 132: Special Education Disciplinary Action: Total Number of Unilateral Removals Following Serious Bodily Injury must contain valid entries. Fatal errors occur otherwise. If populated, this field must contain a numeric value between "001" and "365". A fatal error occurs otherwise.

Definition: Specify the total number of days for the school year that the student was removed to an interim alternative educational setting for committing a serious bodily injury. ***Serious Bodily Injury – A bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty (18 U.S.C. Section 1365(3)(h)).***

Unilateral Removal – Serious Bodily Injury

These are instances in which school personnel (not the IEP team) order the removal of students with disabilities receiving special education programs/services from their current educational placements to appropriate interim alternative educational settings for not more than 45 days, where the incidents involve serious bodily injury. Unilateral removals do NOT include decisions by the IEP team to change a student's placement. Once school personnel (NOT the IEP team) remove the student, the IEP team is then responsible for determining the interim alternative educational placement.

Please note that the data reported in Fields 126–137 are cumulative data for the entire school year, not for the collection period only.

Field 134: Special Education Disciplinary Action: Number of Times/Occurrences of In-School Suspensions

Submission Cycle:	Fall, spring and end-of-year
Field use:	Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k))
State of Michigan office contact:	Michigan Department of Education, Office of Special Education and Early Intervention Services, James Nuttall, Ph.D., 517-335-0454 or NuttallJ@michigan.gov
Field specification:	Three-character, leading zero when reported, padded with blanks when not reported
Record position/type:	921-923, integer
Code/format:	001 to 365 (NNN)
Dependencies with other fields:	Field 36: Primary Disability, Field 135: Special Education Disciplinary Action: Accumulated Days of In-School Suspensions

Programming edits: If a valid non-zero integer occurs in this field, then Field 36: Primary Disability and Field 135: Special Education Disciplinary Action: Accumulated Days of In-School Suspensions must contain valid entries. Fatal errors occur otherwise. If populated, this field must contain a numeric value between "001" and "365". A fatal error occurs otherwise.

Definition: Specify the number of times/occurrences for the school year that the student was subject to an in-school suspension.

In-School Suspension – Instances in which a student with disabilities receiving special education programs/services is temporarily removed from his/her regular or special education classroom(s) for disciplinary purposes, but remains in school under the supervision of qualified school personnel. Districts must include all in-school suspensions of a half school day in length and longer. Do not include suspensions that are less than half a school day.

Please note that the data reported in Fields 126–137 are cumulative data for the entire school year, not for the collection period only.

Field 135: Special Education Disciplinary Action: Accumulated Days of In-School Suspensions

Submission Cycle:	Fall, spring and end-of-year
Field use:	Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k))
State of Michigan office contact:	Michigan Department of Education, Office of Special Education and Early Intervention Services, James Nuttall, Ph.D., 517-335-0454 or NuttallJ@michigan.gov
Field specification:	Six-character, decimal, leading zeros when reported, padded with blanks when not reported
Record position/type:	924-929, decimal
Code/format:	000.00 to 365.00 (NNN.NN)
Dependencies with other fields:	Field 36: Primary Disability, Field 134: Special Education Disciplinary Action: Number of Times/Occurrences of In-School Suspensions

Programming edits: If a valid non-zero integer occurs in this field, then Field 36: Primary Disability and Field 134: Special Education Disciplinary Action: Number of Times/Occurrences of In-School Suspensions must contain valid entries. Fatal errors occur otherwise. If populated, this field must contain a numeric value between "001" and "365". A fatal error occurs otherwise.

Definition: Specify for the school year the accumulated days that the student was subject to an in-school suspension.

In-School Suspension – Instances in which a student with disabilities receiving special education programs/services is temporarily removed from his/her regular or special education classroom(s) for disciplinary purposes, but remains in school under the supervision of qualified school personnel.

When calculating cumulative days of in-school suspension(s), districts must include all in-school suspensions of half a school day in length and longer. Do not include suspensions that are less than half a school day. For example, if a student experienced a half day in-school suspension for the school year, the accumulated days would equal 0.5 days. Alternatively, if the student experienced 1-1/2 days of in-school suspensions, the accumulated days would be 1.5 days.

Please note that the data reported in Fields 126–137 are cumulative data for the entire school year, not for the collection period only.

Field 136: Special Education Disciplinary Action: Total Number of Times/Occurrences of Out-Of-School Suspensions

Submission Cycle:	Fall, spring and end-of-year
Field use:	Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k))
State of Michigan office contact:	Michigan Department of Education, Office of Special Education and Early Intervention Services, James Nuttall, Ph.D., 517-335-0454 or NuttallJ@michigan.gov
Field specification:	Three-character, leading zero when reported, padded with blanks when not reported
Record position/type:	930-932, integer
Code/format:	001 to 365 (NNN)
Dependencies with other fields:	Field 36: Primary Disability, Field 137: Special Education Disciplinary Action: Accumulated Number of Days of Out-Of-School Suspensions

Programming edits: If a valid non-zero integer occurs in this field, then Field 36: Primary Disability and Field 137: Special Education Disciplinary Action: Accumulated Number of Days of Out-Of-School Suspensions must contain valid entries. Fatal errors occur otherwise. If populated, this field must contain a numeric value between "001" and "365". A fatal error occurs otherwise.

Definition: For the school year, specify the total number of times/occurrences that the student was subject to an out-of-school suspension.

Out-of-School Suspension – Instances in which a student with disabilities receiving special education programs/services is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes removals in which no IEP services are provided because the removal is 10 days or less, as well as removals in which the student continues to receive services according to his/her IEP.

When reporting occurrences of out-of-school suspensions, districts must include all out-of-school suspensions of a half school day in length and longer. Do not include suspensions that are less than half a school day.

Please note that the data reported in Fields 126–137 are cumulative data for the entire school year, not for the collection period only.

Field 137: Special Education Disciplinary Action: Accumulated Number of Days of Out-Of-School Suspensions

Submission Cycle:	Fall, spring and end-of-year
Field use:	Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k))
State of Michigan office contact:	Michigan Department of Education, Office of Special Education and Early Intervention Services, James Nuttall, Ph.D., 517-335-0454 or NuttallJ@michigan.gov
Field specification:	Six-character, decimal, leading zeros when reported, padded with blanks when not reported
Record position/type:	933-938, decimal
Code/format:	000.00 to 365.00 (NNN.NN)
Dependencies with other fields:	Field 36: Primary Disability, Field 136: Special Education Disciplinary Action: Total Number of Times/Occurrences of Out-Of-School Suspensions

Programming edits: If a valid non-zero integer occurs in this field, then Field 36: Primary Disability and Field 136: Special Education Disciplinary Action: Total Number of Times/Occurrences of Out-Of-School Suspensions must contain valid entries. Fatal errors occur otherwise. If populated, this field must contain a numeric value between "001" and "365". A fatal error occurs otherwise.

Definition: Specify the accumulated days for the school year that the student was subject to an out-of-school suspension.

Out-of-School Suspension – Instances in which a student with disabilities receiving special education programs/services is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes removals in which no IEP services are provided because the removal is 10 days or less, as well as removals in which the student continues to receive services according to his/her IEP.

When calculating cumulative days of out-of-school suspensions, districts must include all out-of-school suspensions of half a school day in length and longer. Do not include suspensions that are less than half a school day. For example, if a student experienced a half day of an out-of-school suspension for the school year, the accumulated days would equal 0.5 days. Alternatively, if the student experienced 1 1/2 days of out-of-school suspensions, the accumulated days would be 1.5 days.

Please note that the data reported in Fields 126–137 are cumulative data for the entire school year, not for the collection period only.